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ABSTRACT

The Shawnee Mission Unified Studies curriculum is designed as a synthesis of language arts skills with social studies concepts. This document is a language arts curriculum guide for grades 7-9. Five major areas are delineated: composition, study of language, listening and viewing, literature and reading, and speaking. The instructional components of each major area are sequenced according to objectives, and most of them are keyed to present resources in the Shawnee Mission (Kansas) school district. The instructional components include such skills as recognizing and using the four kinds of sentences; evaluating appropriate composition elements; recognizing and using communication words, phrases, and clauses; recognizing figurative language; and recognizing tone. Also included in this document is a goal component assessment system for criterion-referenced tests in the five major areas. (TS)

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SHAWNEE MISSION SCHOOLS

JUNIOR HIGH UNIFIED

- SEQUENCING AND KEYING OF UNIFIED STUDIES
- TEST SPECIFICATIONS FOR CRITERION-REFERENCED TESTING
- ACHIEVEMENT-AWARENESS RECORD FOR LANGUAGE ARTS

DON ROBERTS, DIRECTOR LANGUAGE ARTS
DAVID WOLFE, DIRECTOR UNIFIED STUDIES

SEPTEMBER 1975

TEACHER • STUDENT • PARENT

SHAWNEE MISSION SCHOOLS

CS 202 374

ON SEQUENCING AND KEYING...

Introduction

The Shawnee Mission Unified Studies curriculum is designed as a synthesis of Language Arts skills with Social Studies concepts. Correlation of subject matter is a vital aspect of the "unified" concept. Correlation establishes the mutual relationship existing between the two subject areas. This integration of areas helps to show that no field is complete in itself.

The Language Arts Scope and Sequence provides a skill continuum through which social studies concepts can be developed. Special attention and effort has been made to insure sequential growth of conceptual understandings in the social studies, grades seven through nine. Direct correlation exists between the Unified Studies curriculum themes and the summative instructional components in Language Arts at each grade level. The suggested resources do not preclude the addition of other units which can meet that skill competency.

Those Unified Studies teachers who correlated the Unified Studies components to the Scope and Sequence (1975) were the following:

Seventh grade		*Eighth grade*	
Sheryl Wheeler	*Trailridge*	*Jim Davidson*	*Old Mission*
Jean Zeldin	*Meadowbrook*	*Sharon Sue King*	*Broadmoor*

Ninth grade

Susan Bloom	*Trailridge*
Bill Keiter	*Milburn*

Special attention was given to the development of Skill Concentrates. These curriculum components are designed to specifically meet skill mastery of a Language Arts skill, while working within an identified social studies concept area.

Unified Studies teachers who participated in writing Skill Concentrates (1975) were the following:

Larry Butcher	*Indian Hills*	*Sheryl Wheeler*	*Trailridge*
Jean Zeldin	*Meadowbrook*	*Marilyn Drummond*	*Hocker Grove*
Diane Fryer	*Meadowbrook*	*Judy Spencer*	*Trailridge*
Susie Schram	*Hocker Grove*	*Barbara Waldron*	*Broadmoor*
		Aubrey Crews	*Broadmoor*

Selected by the Unified Studies department chairpersons, attention was given to equality of grade level, building distribution, and the identified workshop project. Their participation in cooperation with those in the Sequencing and Keying workshop provides a broad district participation.

Curriculum development is a continuous process. To be successful the process must seek teacher involvement, understanding, and dedication to the goals of the process as related to district instructional goals. The reader is encouraged to review the INTRODUCTION of the Shawnee Mission Language Arts Scope and Sequence for a summary of purpose in the study and evaluation of Language Arts.

This sequencing and keying is both an elaboration and refinement of the summative goals and instructional components contained in the original Scope and Sequence. Teachers participating in a summer workshop (1975) took the summative knowledge and skill goals for grades 3, 6, 9, and 12 and combined them into a single summative goals statement. Next, they took the summative instructional components and sequenced the components by recommended grade level experiences. It should be noted, however, that the sequenced components are not to be considered discrete and inflexible. For example, if a seventh grade student is ready, according to teacher diagnosis, for the indicated ninth grade experience, the student should be provided that experience.

The sequenced components are meant to represent a logical progressive set of experiences according to difficulty. Any use of the components should be relative to student need.

Workshop participants began keying the sequenced components to district resources. Time would not permit completion of this task, but it is hoped that the format for keying is such that teachers may continue the keying process throughout the school year and share their work with other district teachers.

Unified Studies teachers who participated in the Sequencing and Keying Workshop (1975) were:

Brenda Eisler	*Meadowbrook*	*Jamie Mehl*	*Old Mission*
Betty Everard	*Hillcrest*	*John Nickels*	*Indian Hills*
Carolyn Jenkins	*Hocker Grove*	*Cindy Nitsche*	*Indian Creek*
L. J. Lemon	*Hillcrest*	*Phyllis Pemble*	*Nallwood*

The above were selected by their respective area language arts committees to participate in the workshop.

Don Roberts, Director of Language Arts, and Dave Wolfe, Director of Social Studies/Unified Studies, wish to express their appreciation to the teachers who participated in the workshop for the excellent job that was done. It is hoped that all educators in the district will make a concerted effort to acquaint themselves with the sequenced statements and keyed resources, will continue to refine these statements, in practice, to meet the needs of students, and will continue to provide meaningful input for continued curriculum development.

David W. Wolfe *Donald R. Roberts*

September 1975

UNIFIED STUDIES (LANGUAGE ARTS) 7-9

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SHAWNEE MISSION PUBLIC SCHOOLS

Dr. Arzell Ball, Superintendent

Dr. Leonard Molotsky, Associate Superintendent for Instruction

Dr. Terry Parks, Director of Basic Services

Dr. Donald R. Roberts, Director of Language Arts

Mr. David Wolfe, Director of Social Studies/Unified Studies

SHAWNEE MISSION SCHOOLS
COMPOSITION 7-9
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD RECOGNIZE the developmental elements of the various types of writing and BE ABLE TO use basic composition skills: select a subject, determine a purpose, employ organization appropriate to purpose.

Instructional Component

RECOGNIZE AND USE EFFECTIVELY THE FOUR KINDS OF SENTENCES (SIMPLE, COMPOUND, COMPLEX, COMPOUND-COMPLEX)

Sequence	7	8	9
	Emphasis on using and developing simple and compound sentences	*Emphasis on using and developing complex sentences. Reemphasis on simple and compound sentences*	*Emphasis on using and developing compound-complex sentences, Reemphasis on simple, compound, and complex sentences and on sentence variety*
Resources	Basic Skills in Grammar, Book I, p. 24 Basic Skills in Grammar, Book II, pp. 22,23,24,91,40,41,70 Building Better English, p. 38 Junior English in Action, p. 408	Power in Composition (Kit) Unit 4, "Sentence Patterns' Building Better English, pp. 380-382, 156-158 Basic Language, pp. 281-283, 447-459 Guide to Modern English, pp. 286-287,424-427,434-438,453-458 English Grammar and Composition, pp. 132-141 Uses of Language, pp. 89-97	English Grammar and Composition, Chapter 10 (Writing Complete Sentences) p. 206 and Chapter 11 Sentence Variety) p. 220 Composition: Models and Exercises, pp. 60-61 (Variety of Sentence Length) pp. 98-102 (Placement and Variety of Beginning and Parallel Structure) pp. 164-166 (Compound-Complex Sentence, Gerunds and Appositives) pp. 134-137 (Adjective Clause, Variety of Beginning and Parallel Structure) pp. 198-200 (Participles and Sentence Skills in Combination) Basic Language: Messages and Meanings, Chapter 28 (Building Simple, Compound, and Complex Sentences) p. 430 and Chapter 29 (Building Variety into Sentences) p. 456

Instructional Component

USE A VARIETY OF FORMS TO EXPRESS HIMSELF/HERSELF

Sequence	7	8	9
	As Appropriate to Readiness and Content		
Resources	Composing with Words Composing with Sentences Composition: Models and Exercises the above are useful references "Man and His Creations," a District Unified Studies Unit Theme IV "Imagination," a Unified Studies Unit Theme IV	Building Better English, pp. 55-59, 364-379 Basic Language: Messages and Meanings, pp. 252-268 Macmillan English Series, pp. 93-95 English Grammar and Composition, pp. 588-605 Composition: Models and Exercises, pp. 75-145 Counterpoint, pp. 572,585 Adventures for Readers, p. 137 (Verse) and p. 543 (Journal) "American Patriots," a District Unified Studies ILU Theme I "Immigrants," a District Unified Studies ILU Theme I "Capitalists," a District Unified Studies ILU Theme I "Radicals in American History," a District Unified Studies ILU Theme I "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I "American Frontier," a District Unified Studies ILU Theme II	English Grammar and Composition, p. 599 Adventures in Reading, entire poetry section, p. 339ff. The Poetic Voice, whole book may be used as tool Exploring Your Language, Chapter 11 p. 97 (Poetic Structures) and Chapter 2 p. 195 Basic Language: Messages and Meanings, pp. 248-253 "Outlining," a District Unified Studies Skill Concentrate Grade 9 "Exposition," (Writing a Paragraph) a District Unified Studies Skill Concentrate Grade 9 "The Future & You," a District Unified Studies ILU Theme IV "Future of Societies," a District Unified Studies ILU Theme IV All District Unified Studies ILU's Themes I, II, III, IV

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"Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I

"Yankee Wizards and Wonders," a District Unified Studies ILU Theme I

"American Frontier," a District Unified Studies ILU Theme II

"Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II

"Media: The Newspaper," a District Unified Studies ILU Theme II

"The Origin of Political Parties," a District Unified Studies ILU Theme II

"How & Why Was the New World Settled?" a District Unified Studies ILU Theme II

"Colonization: A Simulation," a District Unified Studies ILU Theme II

"The Unchanging Face of War," a District Unified Studies ILU Theme III

"Dissent," a District Unified Studies ILU Theme III

"Creating a Government," a District Unified Studies ILU Theme III

"The Great Depression," a District Unified Studies ILU Theme III

"Values. People-Decisions-Action," a District Unified Studies ILU Theme IV

Instructional Component

EVALUATE OWN AND WRITING OF OTHERS FOR APPROPRIATE COMPOSITION ELEMENTS

Sequence	7	8	9
	Emphasis on sharing written experiences, proofreading and revision of work		
Resources	Building Better English, pp. 76, 419 English Grammar and Composition, back cover, p. 372 "Newspapers," a Unified Studies ILU Theme II	Building Better English, pp. 55-59,364-379 Basic Language: Messages and Meanings, pp. 252-268 Macmillan English Series, pp. 93-95 English Grammar and Composition, pp. 588-605 Composition: Models and Exercises, pp. 75-145 Counterpoint, pp. 572,585 Adventures for Readers, p. 137 (Verse) and p. 543 (Journal)	"Bibliography and Footnotes," (Part I and Part II) a District Unified Studies Skill Concentrate Grade 9 "Let's List," a District Unified Studies Skill Concentrate Grade 9 "Outlining," a District Unified Studies Skill Concentrate Grade 9 "Taking Notes," (Part I and II) a District Unified Studies Skill Concentrate Grade 9 "What's A Planet To Do?" (Part I and Part II) a District Unified Studies ILU Theme I

"Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II

"Media: The Newspaper," a District Unified Studies ILU Theme II

"The Origin of Political Parties," a District Unified Studies ILU Theme II

"How & Why Was the New World Settled?" a District Unified Studies ILU Theme II

"Colonization: A Simulation," a District Unified Studies ILU Theme II

"The Unchanging Face of War," a District Unified Studies ILU Theme III

"Dissent," a District Unified Studies ILU Theme III

"Creating a Government," a District Unified Studies ILU Theme III

"The Great Depression," a District Unified Studies ILU Theme III

"Values: People-Decisions-Action," a District Unified Studies ILU Theme IV

SHAWNEE MISSION SCHOOLS
STUDY OF LANGUAGE 7-9
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD KNOW that language functions as a means of effective communication and BE ABLE TO identify and correctly apply the generally accepted rules of the technical aspects of the language which provide for effective communication.

Instructional Component

RECOGNIZE AND DEMONSTRATE A GRASP OF THE PURPOSE FOR CATEGORIZING AND CLASSIFYING PARTS OF LANGUAGE (SPEECH)

Sequence	7	8	9
	Emphasis on recognizing the parts of speech	*Emphasis on using parts of speech in effective communication, including verb tense and subject-verb agreement*	*Emphasis on the purpose for classifying parts of language (speech)*
Resources	Basic Skills in Grammar, Book I, pp. 4-5 (Nouns and Pronouns) pp. 6-9 (Adjectives) pp. 10-14 (Verbs) pp. 14-16 (Adverbs) pp. 17-18 (Prepositions) p. 18 (Conjunctions) p. 18 (Interjections) pp. 20-22 (General Review) Basic Skills in Grammar, Book II, pp. 1-2 (Nouns) p. 2 (Pronouns) p. 3 (Verbs) p. 6 (Adjectives) p. 15 (Prepositions) p. 14 (Adverbs) p. 16 (Conjunctions) p. 19 (Interjections) pp. 19-23 (General Review) Building Better English, pp. 129-155 (Verbs) pp. 176-190 (Nouns) pp. 237-247 (Pronouns) pp. 283, 288-297 (Adjectives) pp. 327,331, 334,337 (Adverbs) pp. 366,385-386 (Prepositions) p. 377 (Conjunctions) p. 415 (Interjections) p. 415 (General Review) Discovering Your Language, p. 76 (Adjectives--Determiners) p. 98 (Adjectives--Intensifiers) p. 87 (Verbs--Auxiliaries) p. 181 (Prepositions) p. 190 (Conjunctions) Guide to Modern English, p. 162 (Subjects and Predicates) pp. 213, 323 (Modifiers) p. 254 (Verbs) p. 304 (Pronouns)	English Grammar and Composition, pp. 30-78 Macmillan English Series, pp. 297-442 Building Better English, pp. 113-136,151-193,211-235,261-284,307-331,350-363,380-396,410 Basic Language: Messages and Meanings, pp. 288-313,314-351,354-376,379-405, 407-430,432-445,447-465 Composition: Models and Exercises, pp. 51-74 Power in Composition (Kit) Unit 7, (Grammar and Usage) English Grammar and Composition, pp. 164-188 Guide to Modern English, pp. 157-188,251 MacMillan English Series, pp. 362-365 Building Better English, pp. 119-126 Uses of Language, pp. 98-107 Basic Language: Messages and Meanings, pp. 295-298 English Language Arts, Intermediate Level, pp. 43-53 Junior English in Action, pp. 253-277	Individualized English (Programmed Instruction Set J) English Grammar and Composition, Chapter 1 (Parts of Speech) p. 3; Chapter 5 (Verbs) p. 112; Chapter 6 (Verbs) p. 131; Chapter 7 (Pronouns) p. 153 and Chapter 8 (Modifiers) p. 173 English 2200 Guide to Modern English, Chapter 13 (Adjectives and Adverbs) pp. 262-264; Chapter 18 (Verbs) pp. 334-350; Chapter 19 (Verb-Subject Agreement and Number) pp. 352-362; Chapter 20 (Pronouns) pp. 366-378
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Composition: Models and Exercises, p. 49 (Nouns) p. 60 (Verbs) p. 54 (Adjectives) p. 64 (Adverbs)

Troubleshooter II, Book 3 (Spelling and Parts of Speech)

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*

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"The City: Historical Basis," a Unified Studies ILU Theme III

"Dirty Words--Clean Words," a Project Clean Module Theme III

"Poverty," a Unified Studies Unit Theme II

English Grammar and Composition, pp. 146-163

Guide to Modern English, pp. 283-300

Macmillan English Series, pp. 339-341

Building Better English, pp. 183-185

Basic Language: Messages and Meanings, pp. 342-345

"American Patriots," a District Unified Studies ILU Theme I

"Immigrants," a District Unified Studies ILU Theme I

"Capitalists," a District Unified Studies ILU Theme I

"Radicals in American History," a District Unified Studies ILU Theme I

"Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I

"Yankee Wizards and Wonders," a District Unified Studies ILU Theme I

"American Frontier," a District Unified Studies ILU Theme II

"Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II

"Media: The Newspaper," a District Unified Studies ILU Theme II

"The Origin of Political Parties," a District Unified Studies ILU Theme II

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Instructional Component

RECOGNIZE AND BE ABLE TO USE CORRECTLY IN COMMUNICATION WORDS, PHRASES, AND CLAUSES ACCORDING TO ACCEPTED CONVENTIONS

Sequence	7	8	9
	Emphasis on recognizing independent and dependent clauses and prepositional phrases. Reemphasis on sentence patterning, including subjects, predicates, complements, and modifiers	*Emphasis on the use of independent and dependent clauses in sentences and the use of prepositional phrases in sentences*	*Emphasis on the use of verbal phrases and reemphasis on dependent clauses, such as the adjective, adverb and noun clauses (including placements of modifiers)*
Resources	Basic Skills in Grammar, Book I, p. 24 (Independent Clauses and Dependent Clauses) p. 23 (Prepositional Phrases) pp. 26-27 (Sentence Patterns) pp. 39-42 (Run-Ons and Fragments) Basic Skills in Grammar, Book II, pp. 22-24,31 (Independent Clauses) pp. 22-24,40-41,70 (Dependent Clauses) pp. 15,91 (Prepositional Phrases) pp. 68,70-71 (Fragments and Run-Ons) (Sentence Patterns) Building Better English, p. 380 (Independent Clauses) pp. 365-374, 366,385 (Prepositional Phrases) pp. 204,417 (Run-Ons) pp. 201,416 (Fragments) Troubleshooter 1, Book 6 (Sentence Strength, Fragments and Run-Ons) Discovering Our Language, pp. 38, 106,115,136,143,151,158,165,176 (Sentence Patterns) pp. 181,209 (Prepositional Phrases) Power in Composition, T-1 to T-13, T-18 (Sentence Patterns) T-1 to T-2 (Punctuation, Run-Ons) Junior English in Action, p. 408 (Clauses) pp. 348-359 (Prepositional Phrases) p. 422 (Run-Ons) pp. 425-429 (Fragments)	Building Better English, pp. 381-383 English Grammar and Composition, pp. 96-97 Macmillan English Series, pp. 433, 448-449 Basic Language: Messages and Meanings, pp. 447-458 Building Better English, pp. 386-391 English Grammar and Composition, pp. 98-100 Basic Language: Messages and Meanings, pp. 451-451 Sentence Improvement, Chapter 2 Junior English in Action, p. 405 English Language Arts, Intermediate Level, pp. 17-18 Building Better English, pp. 350-363 English Grammar and Composition, p. 80 Basic Language: Messages and Meanings, pp. 432-438 Guide to Modern English, pp. 176-179, 214-215 Sentence Improvement, Chapter 3	English Grammar and Composition, Chapter 2 (Parts of a Sentence) Chapter 3 (Phrases) Chapter 4 (Clauses) Chapter 8 (Modifiers) Guide to Modern English, Chapter 12 (Parts of the Sentence); Chapter 13 (Work of Modifiers) pp. 260-267; Chapter 14 (Simple Sentences) p. 272; Chapter 15 (Complex Sentences) p. 292; Chapter 16 (Compound Sentences) p. 308; Chapter 21 (Using Modifiers) p. 382 Basic Language: Messages and Meanings, Chapter 21 (Verbs) p. 298; Chapter 22 (Nouns) p. 319; Chapter 23 (Pronouns) p. 354; Chapter 24 (Adjective Modifiers) p. 374; Chapter 25 (Adverb Modifiers) p. 395; Chapter 26 (Prepositions) p. 419; Chapter 27 (Conjunctions) p. 423 Composition: Models and Exercises, p. 98 (Adverb Phrases) p. 100 (Variety in Simple Sentences) p. 101-102 (Compound Sentences) p. 134 (Adjective Clauses) p. 164 (Compound-Complex Sentences) p. 165 (Gerund Phrases) p. 198 (Participle Phrases) Language Arts Skill Center Learning Unit Individualized English (Programmed Instruction Set J) English 2200

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"Colonization: A Simulation," a District Unified Studies ILU Theme II

"The Unchanging Face of War," a District Unified Studies ILU Theme III

"Dissent," a District Unified Studies ILU Theme III

"Creating a Government," a District Unified Studies ILU Theme III

"The Great Depression," a District Unified Studies ILU Theme III

"Values: People-Decisions-Action," a District Unified Studies ILU Theme IV

Instructional Component

RECOGNIZE AND BE ABLE TO USE CORRECTLY THE SYMBOLS OF PUNCTUATION, CAPITALIZATION, AND CORRECT SPELLING, AS WELL AS, RECOGNIZE THE VALUES OF PROOFREADING AND REVISION

Sequence	7	8	9
	Emphasis on all uses of the period, question mark, and exclamation point; quotation marks and comma as appropriate to the study of language and composition. Reemphasis rules of spelling. Introduce the symbols of proofreading	*Emphasis on apostrophe, quotation marks, underlining, hyphen, and comma appropriate to the study of language and composition. Emphasis on proofreading student's work, including fragments and run-ons*	*Emphasis on semicolon, colon, and comma appropriate to the study of language and composition. Emphasis on revision of the student's own work*
Resources	Basic Skills in Grammar, Book I, p. 109 (Period) p. 109 (Question Mark) p. 109 (Exclamation Point) pp. 116-117 (Quotation Marks) pp. 110-113,43 (Comma) pp. 101-123 (Capitalization) (Spelling) (Symbols of Proofreading) Basic Skills in Grammar, Book II, p. 100 (Period) pp. 88,100 (Question Mark) pp. 100 (Exclamation Point) pp. 88,106 (Quotation Marks) pp. 91-92,100,71 (Comma) pp. 87-111 (Capitalization) (Spelling) (Symbols of Proofreading) Building Better English, p. 54, (Period) p. 54 (Question Mark) p. 54 (Exclamation Point) p. 60 (Quotation Marks) p. 56 (Comma) pp. 47-53 (Capitalization) pp. 82-106 (Spelling Rules) English Grammar and Composition, pp. 205-207 (Period) p. 206 (Question Mark) p. 206 (Exclamation Point) pp. 229-232 (Quotation Marks) pp. 208-218 (Comma) pp. 189-197 (Capitalization) pp. 250-255,274 (Spelling) (Proofreading Symbols--Back Cover) Guide to Modern English, pp. 394-395 (Period) pp. 396-409 (Comma) pp. 410-414 (Quotes) pp. 344-354 (Capitalization) pp. 367-389 (Spelling)	Building Better English, pp. 49-54 Basic Language: Messages and Meanings, pp. 174-179 Macmillan English Series, pp. 481-482 Guide to Modern English, pp. 397-402,355-357 English Grammar and Composition, pp. 275-281 Power in Composition (Kit) Unit 6, (Punctuation) Building Better English, pp. 45-47 Basic Language: Messages and Meanings, pp. 171-172 Macmillan English Series, pp. 483-486 Guide to Modern English, pp. 427-432 English Grammar and Composition, pp. 266-272 Building Better English, pp. 47-49,29 Basic Language: Messages and Meanings, pp. 172-174 Macmillan English Series, p. 480 Guide to Modern English, pp. 78-79 English Grammar and Composition, pp. 280-281	English Grammar and Composition, Chapter 10 (Run-Ons and Fragments) Chapter 22 (Capitalization in General) Chapter 23 (End Marks and Commas) Chapter 24 (Semi-Colons and Colons) Chapter 25 (Italics and Quotes) (Chapter 26 (Apostrophes) Chapter 27 (Other Marks) p. 596 (List of Proofreading, Correction Symbols) Composition: Models and Exercises, p. 137 (Parallel Structure) Basic Language: Messages and Meanings. Chapter 12 (Capitalization & Punctuation) pp. 167-195 Guide to Modern English, Chapter 15 (Misplaced Adjective Sentences) p. 303; Chapter 17 (Run-On Sentences) p. 328; Chapter 22 (Capitalization) p. 402; Chapter 24 (Punctuation) p. 444; p. 214 (Writing Scorecard) p. 211 (Correction Symbols) p. 150 (Revising Your Paper) Individualized English (Programmed Instruction Set J) Language Arts Skill Center Learning Unit Power in Composition, Volume 6 (Transparencies) Power in Spelling and Capitalization, Volume 8 (Transparencies)

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"Air Pollution," a Unified Studies ILU Theme III

"Ecology in History," a Project Clean Module Theme II

"Crime," a Unified Studies Unit Theme II

"What is a Sentence?" (Writing a sentence) a District Unified Studies Skill Concentrate Grade 9

Writing assignments - all District ILU's Themes I, II, III, IV

ie. "Focus on Beliefs" Theme II

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"Communications," a District Unified Studies Unit Theme II

"Newspapers," a Unified Studies ILU Theme II

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Guide to Modern English, pp. 413-429

English Grammar and Composition, pp. 236-252

Building Better English, pp. 174-177

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"Immigrants," a District Unified Studies ILU Theme I

"Capitalists," a District Unified Studies ILU Theme I

"Radicals in American History," a District Unified Studies ILU Theme I

Power in Grammar Usage, Volume 7 (Transparencies)

English 2200

"Dot, Dot, Dash," a District Unified Studies Skill Concentrate Grade 9

"Organizing Information," (Part I and Part II) a District Unified Studies Skill Concentrate Grade 9

"What Is a Sentence?" (Writing a sentence) a District Unified Studies Skill Concentrate Grade 9

"The Environment: The Concern of Man," (The Whale) a District Unified Studies ILU Theme III

"Cultural Differences & World Problems," a District Unified Studies ILU Theme III

"Where & Why: Geographic Location of Urban Areas," a District Unified Studies ILU Theme I

Continued

"Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I

"Yankee Wizards and Wonders," a District Unified Studies ILU Theme I

"American Frontier," a District Unified Studies ILU Theme II

"Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II

"Media: The Newspaper," a District Unified Studies ILU Theme II

"The Origin of Political Parties," a District Unified Studies ILU Theme II

"How & Why Was the New World Settled?" a District Unified Studies ILU Theme II

"Colonization: A Simulation," a District Unified Studies ILU Theme II

"The Unchanging Face of War," a District Unified Studies ILU Theme III

"Dissent," a District Unified Studies ILU Theme III

"Creating a Government," a District Unified Studies ILU Theme III

"The Great Depression," a District Unified Studies ILU Theme III

"Values: People-Decisions-Action," a District Unified Studies ILU Theme IV

Instructional Component

RECOGNIZE THAT DIFFERENT LEVELS OF LANGUAGE EXIST AND THAT THE SELECTION OF THE MOST APPROPRIATE LEVEL FOR A GIVEN OCCASION DEMANDS A BROAD KNOWLEDGE OF LANGUAGE AND THAT WORD USAGE MUST BE RELATED TO PERSONAL DECISION (D,E,F,K)

Sequence	7	8	9
	Emphasis on recognizing that various levels of language exist for different occasions (tone, purpose, etc.)	*Emphasis on using the various levels of language effectively to communicate*	*Emphasis on being able to exercise discrimination based upon some rationale which the student can explain*
Resources	Read Magazines Guide to Modern English, Chapter 2 Composition: Models and Exercises, Sections 4 and 5 Cambridge Writers Program, pp. 105, 84,175,263,12,13,78,133,226,237,249, 126,117,177,286,267,275,155,286 Building Better English, pp. 16-21, 108 "Communications," a District Unified Studies Unit Theme II "The Me Nobody Knows," a District Unified Studies Unit Theme I "Ancient Cities," a Unified Studies Unit Theme III "Elections," a Unified Studies Unit Theme II	Uses of Language, pp. 36-54,194-201 Dialects (Entire Book) Building Better English, pp. 332-348 Basic Language: Messages and Meanings, pp. 234-250 Macmillan English Series, pp. 169-192 Guide to Modern English, pp. 141-155, 123-140 English Grammar and Composition, pp. 456-458,468 Power in Composition (Kit) Unit 5, (Word Choice) "American Patriots," a District Unified Studies ILU Theme I "Immigrants," a District Unified Studies ILU Theme I "Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II "Media: The Newspaper," a District Unified Studies ILU Theme II "The Origin of Political Parties," a District Unified Studies ILU Theme II "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I	Exploring Your Language, p. 1966 Designs for Reading Prose (Prose Selections for Discussing Levels of Language, Including Tone, Purpose, Etc.) The Personal Voice: The Essay (Essays for Discussing) Adventures in Reading The Tell Tale Heart, p. 90 Queen Elizabeth II, p. 214 The Thread That Runs So True, p. 240 An Adventure in Viewpoint, p. 202 Every Dog Should Own a Man, p. 180 The Truth About Thunderstorms, p. 184 The Pleasures of Fiction Chickamauga, p. 221 The Black Cat, p. 37 Guests of the Nation, p. 123 The Million Pound Bank Note, p. 61 Tomorrow, Tomorrow and Tomorrow, p. 139 Composing with Paragraphs, pp. 71-72 (Point of View) pp. 66-67 (Tone--Definition) Literature of the World You Say "Tomahto" and We Ask for "Sneakers," p. 391 The Oyster, p. 367 By the Waters of Babylon, p. 330 "Exposition," (Writing a Paragraph) a District Unified Studies Skill Concentrate Grade 9
		Continued on Back	Continued on Back

"Dissent," a District Unified Studies ILU Theme III

"Creating a Government," a District Unified Studies ILU Theme III

"Values: People-Decisions-Action," a District Unified Studies ILU Theme IV

Writing assignments - District Unified Studies ILU's Themes I, II, III, IV

ie. "Cultural Differences & World Problems," a District Unified Studies ILU Theme III

Instructional Component

EXHIBIT A RECOGNITION OF FIGURATIVE LANGUAGE

Sequence	7	8	9
	Emphasis on metaphor and simile and other figurative devices appropriate to student readiness	*Emphasis on euphemisms, colloquialisms, and other devices appropriate to student readiness*	*Emphasis on irony, hyperbole, and other figurative devices appropriate to student readiness*
Resources	Read Magazines Cambridge Writers Program, p. 223 (Composing with Words) Cambridge Writers Program, pp. 32,24,26,32 (Composing with Sentences)	(Also See Literature and Reading M) "Talking Around the Bush," a District Unified Studies Skill Concentrate "Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II	The Pleasures of Fiction The Blue Hotel, p. 241 Adventures in Reading The Ransom of Red Chief, p. 26 A Man Who Had No Eyes, p. 97 The Necklace, p. 144 The Unicorn in the Garden, p. 164 The Silver Mine, p. 152 Literature of the World Friends in San Rosario, p. 46 The Beggar, p. 11 The Silver Mine, p. 22 The Fox and the Crow, p. 230 Richard Cory, p. 248 The Poetic Voice Spoon River Anthology "If I've told you once, I've told you a Million Times," a District Unified Studies Skill Concentrate "You've Got to Expect the Unexpected," a District Unified Studies Skill Concentrate "Future of Societies," a District Unified Studies ILU Theme IV "The Future & You," a District Unified Studies ILU Theme IV

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Animal Farm "Politics in Action"
Theme II, III, IV

Alas Babylon Theme I or IV

To Kill a Mockingbird Theme II, III

Science Fiction Novels Theme IV

One Day in the Life of Ivan Denisovich
Theme II, III

Night Theme II or III

All Quiet on the Western Front
Theme III

Romeo and Juliet Theme II

A Tale of Two Cities Theme III

SHAWNEE MISSION SCHOOLS
LISTENING AND VIEWING 7-9
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD KNOW the effects of oral language and audio-visual techniques and BE ABLE TO form logical conclusions based on what he/she hears and views.

Instructional Component

APPLY WHAT HE/SHE HEARS AND VIEWS FOR HIS/HER OWN PURPOSE

Sequence	7	8	9
	Emphasis on listening and viewing attentively	*Emphasis on listening and viewing with a purpose*	*Emphasis on listening and viewing to critique personal experience*
Resources	Alive and Listening Kit (Cassettes and Workbook) English Grammar and Composition, pp. 435,438,441,488 Building Better English, pp. 1,4 Junior English in Action, pp. 52, 53,55,58 Expressing: Everyday Communication (1) pp. 19,73-77,108,28,29,71,63-67 "Map Problems," a Unified Studies ILU Theme III	Building Better English, pp. 22-27 Basic Language: Messages and Meanings, pp. 44-49 Macmillan English Series, pp. 226-227 English Grammar and Composition, pp. 501-508 Alive and Listening Kit "Facts and Opinions," a District Unified Studies Skill Concentrate Grade 8 "Inferences," a District Unified Studies Skill Concentrate Grade 8 "Point of View," a District Unified Studies Skill Concentrate Grade 8 "Recognizing Cause and Effect," a District Unified Studies Skill Concentrate Grade 8 "American Patriots," a District Unified Studies ILU Theme I "Immigrants," a District Unified Studies ILU Theme I "Capitalists," a District Unified Studies ILU Theme I	English Grammar and Composition, Chapter 21, p. 466 Basic Language: Messages and Meanings, Chapter 5 (Learning to Listen) p. 72 True, False or In Between (Whole Book) The Writing Lab, Booklet 9 (Notetaking) "Influencing Public Opinion," a District Unified Studies ILU Theme III "Model Assembly in International Cooperation," (U.N.) a District Unified Studies ILU Theme III

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"Radicals in American History," a District Unified Studies ILU Theme I

"Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I

"Yankee Wizards and Wonders," a District Unified Studies ILU Theme I

"American Frontier," a District Unified Studies ILU Theme II

"Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II

"Media: The Newspaper," a District Unified Studies ILU Theme II

"The Origin of Political Parties," a District Unified Studies ILU Theme II

"How & Why Was the New World Settled?" a District Unified Studies ILU Theme II

"Colonization: A Simulation," a District Unified Studies ILU Theme II

"The Unchanging Face of War," a District Unified Studies ILU Theme III

"Dissent," a District Unified Studies ILU Theme III

"Creating a Government," a District Unified Studies ILU Theme III

"The Great Depression," a District Unified Studies ILU Theme III

"Values: People-Decisions-Action," a District Unified Studies ILU Theme IV

Instructional Component

EXPAND LISTENING VOCABULARY

Sequence	7	8	9
	Emphasis on expanding listening vocabulary	*As Appropriate to Readiness and Content*	
Resources	Alive and Listening Kit (Cassettes and Workbook) English Grammar and Composition, pp. 435,438,441,488 Building Better English, pp. 1,4 Junior English in Action, pp. 52, 53,55,58 Expressing: Everyday Communication (1) pp. 19,73-77,108,28,29,71,63-67 "Comparative Beliefs," a Unified Studies Unit Theme I	"American Patriots," a District Unified Studies ILU Theme I "Immigrants," a District Unified Studies ILU Theme I "Capitalists," a District Unified Studies ILU Theme I "Radicals in American History," a District Unified Studies ILU Theme I "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I "American Frontier," a District Unified Studies ILU Theme II "Dissent," a District Unified Studies ILU Theme III "Creating a Government," a District Unified Studies ILU Theme III "The Great Depression," a District Unified Studies ILU Theme III "Values: People-Decisions-Action," a District Unified Studies ILU Theme IV "The Origin of Political Parties," a District Unified Studies ILU Theme II	English Grammar and Composition, Chapter 21, p. 466 Basic Language: Messages and Meanings, Chapter 5 (Learning to Listen) p. 72 True, False or In Between (Whole Book) The Writing Lab, Booklet 9 (Notetaking) "Influencing Public Opinion," a District Unified Studies ILU Theme III "Model Assembly in International Cooperation," (U.N.) a District Unified Studies ILU Theme III "Politics in Action," a District Unified Studies ILU Theme II

Continued on Back

"How & Why Was the New World Settled?" a District Unified Studies ILU Theme II

"Colonization: A Simulation," a District Unified Studies ILU Theme II

"The Unchanging Face of War," a District Unified Studies ILU Theme III

Instructional Component

IMPROVE CONCENTRATION TECHNIQUES

Sequence	7	8	9
	Emphasis on improving techniques of concentration	*As Appropriate to Readiness and Content*	
Resources	Alive and Listening Kit (Cassettes and Workbook) English Grammar and Composition, pp. 435,438,441,488 Building Better English, pp. 1,4 Junior English in Action, pp. 52, 53,55,58 Expressing: Everyday Communication (1) pp. 19,73-77,108,23,29,71,63-67 "City of Fountains," a District Unified Studies ILU Theme III "We Are the Jr. High," a District Unified Studies Unit Theme I "Techno-creation," a District Unified Studies ILU Theme IV	English Grammar and Composition, Chapter 21, p. 466 Basic Language: Messages and Meanings, Chapter 5 (Learning to Listen) p. 72 True, False or In Between (Whole Book) The Writing Lab, Booklet 9 (Notetaking) "Influencing Public Opinion," a District Unified Studies ILU Theme III "Taking Notes," (Part I and II) a District Unified Studies Skill Concentrate Grade 9 "Religions of the World," a District Unified Studies ILU Theme II "What's A Planet To Do?" (Part I and Part II) a District Unified Studies ILU Theme I	

Instructional Component

DRAW SIMPLE RELATIONSHIPS AND INFERENCES

Sequence	7	8	9
	Emphasis on summarizing ideas from listening and viewing	*Emphasis on drawing simple relationships and inferences from listening and viewing*	*Emphasis on drawing conclusions from listening and viewing*
Resources	Alive and Listening Kit (Cassettes and Workbook) English Grammar and Composition, pp. 435,438,441,488 Building Better English, pp. 1,4 Junior English in Action, pp. 52, 53,55,58 Expressing: Everyday Communication (1) pp. 19,73-77,108,28,29,71,63-67 "I Hear You," a District Unified Studies Skill Concentrate "The Me Nobody Knows," a District Unified Studies Unit Theme I "Oldies, But Goodies," a District Unified Studies ILU Theme III "Sounds and Sights," a District Unified Studies ILU Theme IV	"Comparison and Contrast," a District Unified Studies Skill Concentrate Grade 8 "Inferences," a District Unified Studies Skill Concentrate Grade 8 "Understanding Maps," a District Unified Studies Skill Concentrate Grade 8	English Grammar and Composition, Chapter 21, p. 466 Basic Language: Messages and Meanings, Chapter 5 (Learning to Listen) p. 72 True, False or In Between (Whole Book) The Writing Lab, Booklet 9 (Notetaking) "Man, Resources & World Issues," a District Unified Studies ILU Theme III "Taking Notes," (Part I and II) a District Unified Studies Skill Concentrate Grade 9 "World Economic Systems," a District Unified Studies ILU Theme II

Instructional Component

DISCUSS THEME

Sequence	7	8	9
	Emphasis on recognizing the main idea	*Emphasis on being able to explain the application of the main idea*	*Emphasis on the application of theme to life situations*
Resources	Alive and Listening Kit (Cassettes and Workbook) English Grammar and Composition, pp. 435,438,441,488 Building Better English, pp. 1,4 Junior English In Action, pp. 52, 53,55,58 Expressing: Everyday Communication (1) pp. 19,73-77,108,28,29,71,63-67 "Oldies, But Goodies," a District Unified Studies ILU Theme III "Comparative Religions," a Unified Studies Unit Theme I "Comparative Government," a Unified Studies Unit Theme II	(See Literature and Reading, p. 350) "Finding the Main Point," a District Unified Studies Skill Concentrate Grade 8 "American Patriots," a District Unified Studies ILU Theme I "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I "American Frontier," a District Unified Studies ILU Theme II "Values: People-Decisions-Action," a District Unified Studies ILU Theme IV	English Grammar and Composition, Chapter 21, p. 466 Basic Language: Messages and Meanings, Chapter 5 (Learning to Listen) p. 72 True, False or In Between (Whole Book) The Writing Lab, Booklet 9 (Notetaking) ILU (Influencing Public Opinion) All District Unified Studies ILU's Themes I, II, III, IV ie. "Religion in World Conflict," a District Unified Studies ILU Theme III "Where & Why: Geographic Location of Urban Areas," a District Unified Studies ILU Theme I

Instructional Component

IDENTIFY BIAS, PERSUASIVE TECHNIQUES, THEME, CHARACTERIZATION, PLOT DEVICES, AND AUDIO-VISUAL TECHNIQUES

Sequence	7	8	9
	Emphasis on recognizing bias and persuasive techniques and on recognizing literary devices	*Emphasis on recognizing the use and purpose of general propaganda techniques and on recognizing literary devices*	*Emphasis on recognizing the use and purpose of propaganda techniques indepth*
Resources	Alive and Listening Kit (Cassettes and Workbook) English Grammar and Composition, pp. 435,438,441,488 Building Better English, pp. 1,4 Junior English in Action, pp. 52, 53,55,58 Expressing: Everyday Communication (1) pp. 19,73-77,108,28,29,71,63-67 "Revolution and Reform," a Unified Studies ILU Theme II "Minorities," a Unified Studies Unit Theme II "North American Indian," a Unified Studies Unit Theme II "Prejud ce & Discrimination," a Unified Studies Unit Theme II	ILU (Propaganda) Macmillan English Series, pp. 200-201 Adventures for Readers, p. 187 "Tube Time," a District Unified Studies Skill Concentrate "Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II	English Grammar and Composition, Chapter 21, p. 466 Basic Language: Messages and Meanings, Chapter 5 (Learning to Listen) p. 72 True, False or In Between (Whole Book) The Writing Lab, Booklet 9 (Notetaking) "Influencing Public Opinion," a District Unified Studies ILU Theme III

Instructional Component

RECOGNIZE PURPOSE IN WHAT HE/SHE HEARS AND VIEWS

Sequence	7	8	9
Resources		*As Appropriate to Content* "Facts and Opinions," a District Unified Studies Skill Concentrate Grade 8 "American Patriots," a District Unified Studies ILU Theme I "Immigrants," a District Unified Studies ILU Theme I "Capitalists," a District Unified Studies ILU Theme I "Radicals in American History," a District Unified Studies ILU Theme I "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I "American Frontier," a District Unified Studies ILU Theme II "Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II "Media: The Newspaper," a District Unified Studies ILU Theme II "The Origin of Political Parties," a District Unified Studies ILU Theme II	English Grammar and Composition, Chapter 21, p. 466 Basic Language: Messages and Meanings, Chapter 5 (Learning to Listen) p. 72 True, False or In Between (Whole Book) The Writing Lab, Booklet 9 (Notetaking) "Seeing is not Believing," a District Unified Studies Skill Concentrate All District Unified Studies ILU's Themes I, II, III, IV ie. "The Environment: The Concern of Man," (The Whale) a District Unified Studies ILU Theme III "Influencing Public Opinion," a District Unified Studies ILU Theme III

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"How & Why Was the New World Settled?" a District Unified Studies ILU Theme II

"Colonization: A Simulation," a District Unified Studies ILU Theme II

"The Unchanging Face of War," a District Unified Studies ILU Theme III

"Dissent," a District Unified Studies ILU Theme III

"Creating a Government," a District Unified Studies ILU Theme III

"The Great Depression," a District Unified Studies ILU Theme III

"Values: People-Decisions-Action," a District Unified Studies ILU Theme IV

Instructional Component

LISTENS FOR A PURPOSE

Sequence	7	8	9
	Emphasis on listening with a purpose for using the knowledge gained	*Emphasis on listening with a purpose for using ideas or methods viewed or heard*	*Emphasis on listening with a purpose for using ideas or methods in recommunicating by audial or visual means*
Resources		"American Patriots," a District Unified Studies ILU Theme I "Immigrants," a District Unified Studies ILU Theme I "Capitalists," a District Unified Studies ILU Theme I "Radicals in American History," a District Unified Studies ILU Theme I "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I "American Frontier," a District Unified Studies ILU Theme II "Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II "Media: The Newspaper," a District Unified Studies ILU Theme II "The Origin of Political Parties," a District Unified Studies ILU Theme II	English Grammar and Composition, Chapter 21, p. 466 Basic Language: Messages and Meanings, Chapter 5 (Learning to Listen) p. 72 True, False or In Between (Whole Book) The Writing Lab, Booklet 9 (Notetaking) All District Unified Studies ILU's Themes I, II, III, IV ie. "The Environment: The Concern of Man," (The Whale) a District Unified Studies ILU Theme III "Influencing Public Opinion," a District Unified Studies ILU Theme III

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"How & Why Was the New World Settled?" a District Unified Studies ILU Theme II

"Colonization: A Simulation," a District Unified Studies ILU Theme II

"The Unchanging Face of War," a District Unified Studies ILU Theme III

"Dissent," a District Unified Studies ILU Theme III

"Creating a Government," a District Unified Studies ILU Theme III

"The Great Depression," a District Unified Studies ILU Theme III

"Values: People-Decisions-Action," a District Unified Studies ILU Theme IV

SHAWNEE MISSION SCHOOLS
LITERATURE/READING 7-9
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD KNOW that language is a process used to transfer factual information and express creative ideas through the refinements of the various genre and BE ABLE TO use basic receptive skills to begin to comprehend literature of substance intelligently.

Instructional Component

RECOGNIZE AND COMPREHEND MAIN IDEAS AND SUPPORTING DETAILS

Sequence	7	8	9
	Emphasis on identifying and recognizing the main idea of a selection and the supporting details	*Emphasis on recognizing the main idea of a selection even if it is not explicitly expressed* *Emphasis on judging the relative importance of details in a selection*	*Reemphasis as Appropriate to Content*
Resources	Building Better English, pp. 110, 114 Junior English in Action, pp. 128,130 Troubleshooter II, Book 4 (Reading Rate and Comprehension) Troubleshooter II, Book 5 (Reading in Specific Subjects) Guide to Modern English, Chapter 1, Exercises 1-4,8 Composition: Models and Exercises, Lesson 6, p. 35	Macmillan English Series, pp. 49-76 Building Better English, pp. 236-260 Basic Language: Messages and Meanings, pp. 91,116 Composition: Models and Exercises, pp. 75-96 Adventures for Readers, p. 10 "Finding the Main Point," a District Unified Studies Skill Concentrate Grade 8 "American Patriots," a District Unified Studies ILU Theme I "Radicals in American History," a District Unified Studies ILU Theme I "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I "American Frontier," a District Unified Studies ILU Theme II	"Taking Notes," (Part I and II) a District Unified Studies Skill Concentrate Grade 9 All District Unified Studies ILU's Themes I, II, III, IV ie. "The Future & You," a District Unified Studies ILU Theme IV "Focus on Beliefs," a District Unified Studies ILU Theme II

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"The Great Depression," a District Unified Studies ILU Theme III

"Dissent," a District Unified Studies ILU Theme III

"How & Why Was the New World Settled?" a District Unified Studies ILU Theme II

"Values: People-Decisions-Action," a District Unified Studies ILU Theme IV

Instructional Component

RECOGNIZE AND COMPREHEND DETAILS OF CHARACTER, SETTING, AND PLOT

Sequence	7	8	9
	Emphasis on identifying the details of setting, character, plot, and structure of a selection	*Emphasis on recognizing the plot as a combination of related incidents complicated by conflicting forces*	*Emphasis on recognizing characterization insights that go beyond the level of physical description* *Emphasis on recognizing that characters are motivated by experiences and setting*
Resources	Contemporary English Modules Composition: Models and Exercises, Lesson 12, p. 73, Lesson 13, p. 78, Lesson 7, Models 17 and 18 Composing with Paragraphs, pp. 187, 231 Composing with Words, pp. 126,117, 205,219,237,214 "The Plot Thickens," a District Unified Studies Skill Concentrate "Short Story," a Unified Studies Unit Theme IV "Plays," a Unified Studies Unit Theme IV "Intro. to the Novel: When the Legends Die," a Unified Studies ILU Theme II	Counterpoint, pp. 553-557 Adventures for Readers, p. 398 Exploring Literature, pp. 400, 409-410 "American Patriots," a District Unified Studies ILU Theme I "Radicals in American History," a District Unified Studies ILU Theme I "Dissent," a District Unified Studies ILU Theme III "Values: People-Decisions-Action," a District Unified Studies ILU Theme IV "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I	Adventures in Reading, p. 555 (Novel as a genre and other selections) The Pleasures of Fiction (Entire book of short stories) Designs for Reading Short Stories (Discusses techniques as well as giving selections; inference) The Poetic Voice (Poetry selections, types, forms, imagery) Scholastic Literature Unit Poetry II (Imagery, dialogue, concrete poems, emphasizes writing of poetry) The Personal Voice: The Essay (The essay as a genre and selections) Literature of the World (Anthology and selections only) Designs for Reading Prose (Selections only) Designs for Reading Plays (Some technique and selections of one acts) Voices The Literary Voice and the Real World (The purpose, nature and function of literature in society as well as selections of literature about literature) Vanguard (Low reading level anthology) Types of Literature (Typical antnology) Outlooks Through Literature (Anthology which emphasizes word study) Perspectives on the Short Story (Excellent on point of view, plot, characterization, techniques as well as an excellent selection of short stories) Reflection in Literature (Basic anthology)

Continued on Back

Reflections on a Gift of Watermelon Pickle (Modern poetry selections)
Currents In Nonfiction
Currents In Fiction
Currents In Drama
Currents In Poetry
Transitions (Excellent on techniques, activities and elements of literature as well as some selections)
English Grammar and Composition, Chapter 18, Chapter 19, p. 608 (Supplement)

"Taking Notes," (Part I and II)
a District Unified Studies Skill
Concentrate Grade 9

Instructional Component

RECOGNIZE AND COMPREHEND MAJOR TYPES OF LITERATURE

Sequence	7	8	9
	Emphasis on distinguishing between the major types of literature (novel, play, short story, poetry, biography, and autobiography)	*Reemphasis on basic types of literature and introducing narratives: ballad, journal, and diary*	*Emphasis on the study of novel in-depth, and various types of poetry*
Resources	The Contender Pigman I Am Rosemarie Edgar Allan Soul Brother and Sister Lou The Outsiders To Kill a Mockingbird Plays to Enjoy Read Magazines Contact Series Scope Plays Poems to Enjoy City Streets Moffett Series on Poetry Fictional Biography Series Stories to Enjoy Readings to Enjoy Readings to Remember Action Series Ten Modern American Short Stories Wide, Wide World of Literature Adventures for Readers Man in the fictional mode Exploring Literature Voices "Short Story," a Unified Studies Unit Theme IV "Plays," a Unified Studies Unit Theme IV "Intro. to the Novel: When the Legends Die," a Unified Studies ILU Theme II	Counterpoint, p. 253 (Article on ballads) p. 56 (The Highwayman) p. 172 (Flowers for Algernon) pp. 251-254 (Old ballads) p. 288 (Paul Revere's Ride) p. 344 (From Travels with Charley) Exploring Literature, p. 454 (Casey at Bat) p. 245 (Evangeline) p. 16 (The Tenth Hour) p. 451 (I Sing the Pioneer: Daniel Boone) Adventures for Readers, p. 82 (Casey at Bat) p. 189 (Paul Revere's Ride) p. 202 (I Sing the Pioneer: Daniel Boone) p. 205 (Lewis and Clark) p. 268 (June 6, 1944) p. 38 (The Night the Bed Fell) "American Patriots," a District Unified Studies ILU Theme I "Immigrants," a District Unified Studies ILU Theme I "Capitalists," a District Unified Studies ILU Theme I "Radicals in American History," a District Unified Studies ILU Theme I "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I	Adventures In Reading, p. 555 (Novel as a genre and other selections) The Pleasures of Fiction (Entire book of short stories) Designs for Reading Short Stories (Discusses techniques as well as giving selections; inference) The Poetic Voice (Poetry selections, types, forms, imagery) Scholastic Literature Unit Poetry II (Imagery, dialogue, concrete poems, emphasizes writing of poetry) The Personal Voice: The Essay (The essay as a genre and selections) Literature of the World (Anthology and selections only) Designs for Reading Prose (Selections only) Designs for Reading Plays (Some technique and selections of one acts) Voices The Literary Voice and the Real World (The purpose, nature and function of literature in society as well as selections of literature about literature) Vanguard (Low reading level anthology) Types of Literature (Typical anthology) Outlooks Through Literature (Anthology which emphasizes word study) Perspectives on the Short Story (Excellent on point of view, plot, characterization, techniques as well as an excellent selection of short stories) Reflection in Literature (Basic anthology)

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"American Frontier," a District Unified Studies ILU Theme II

"Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II

"Media: The Newspaper," a District Unified Studies ILU Theme II

"The Origin of Political Parties," a District Unified Studies ILU Theme II

"How & Why Was the New World Settled?" a District Unified Studies ILU Theme II

"Colonization: A Simulation," a District Unified Studies ILU Theme II

"The Unchanging Face of War," a District Unified Studies ILU Theme III

"Dissent," a District Unified Studies ILU Theme III

"Creating a Government," a District Unified Studies ILU Theme III

"The Great Depression," a District Unified Studies ILU Theme III

"Values: People-Decisions-Action," a District Unified Studies ILU Theme IV

Reflections on a Gift of Watermelon Pickle (Modern poetry selections)
Currents in Nonfiction
Currents in Fiction
Currents in Drama
Currents in Poetry
Transitions (Excellent on techniques, activities and elements of literature as well as some selections)
English Grammar and Composition, Chapter 18, Chapter 19, p. 608 (Supplement)

"The Environment: The Concern of Man," (The Whale) a District Unified Studies ILU Theme III

Instructional Component

RECOGNIZE AND COMPREHEND HOW LANGUAGE EFFECTS LITERATURE

Sequence	7	8	9
	Emphasis on introducing differences between factual and non-factual elements (fantasy, opinion and over-generalization)	*Emphasis on being aware of the appropriateness of language in any given selection*	*Peemphasis as Appropriate to Content*
Resources	Composing with Words, pp. 270,249, 177 Composition: Models and Exercises, pp. 3,9,13 Composing with Sentences, pp. 273, 262,278 Composing with Paragraphs, pp. 124, 47,49,86 Scope "Newspapers," a Unified Studies ILU Theme II "Freedom and Responsibility," a Unified Studies Unit Theme I "Values," a Unified Studies Unit Theme I "The Nature of Prejudice," a District Unified Studies ILU Theme II	Uses of Language, pp. 30-61,174-178,194-211,233-237 "American Patriots," a District Unified Studies ILU Theme I "Immigrants," a District Unlfied Studies ILU Theme I "The Unchanging Face of War," a District Unified Studies ILU Theme III "Dissent," a District Unified Studies ILU Theme III "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I "The Great Depression," a District Unified Studies ILU Theme III "Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II "Media: The Newspaper," a District Unified Studies ILU Theme II "The Origin of Political Parties," a District Unified Studies ILU Theme II	"Cultural Differences & World Problems," a District Unified Studies ILU Theme III "The Environment: The Concern of Man," (The Whale) a District Unlfied Studies ILU Theme III "Focus on Beliefs," a District Unified Studies ILU Theme II "The Future & You," a District Unified Studies ILU Theme IV "Future of Societies," a District Unified Studies ILU Theme IV "Religions of the World," a District Unified Studies ILU Theme II "What's A Planet To Do?" (Part I and Part II) a District Unified Studies ILU Theme I

Instructional Component

RECOGNIZE AND COMPREHEND VOCABULARY MEANING THROUGH CONTEXT

Sequence	7	8	9
	Emphasis on introducing unfamiliar vocabulary through context	*Reemphasis on dealing with unfamiliar vocabulary through context*	*Reemphasis as Appropriate to Content*
Resources	Building Better English, pp. 264-279,397 English Grammar and Composition, p. 470 Composing with Santences, p. 8 Troubleshooter I, Book 5 (Word Mastery) Guide to Modern English, pp. 67-84 Junior English In Action, p. 22 "Oldies, But Goodies," a District Unified Studies ILU Theme III "Comparative Beliefs," a Unified Studies Unit Theme I "Law," a Unified Studies Unit Theme II "Religion," a Unified Studies Unit Theme II	Counterpoint, pp. 37,96,233,333,385, 520 Exploring Literature, pp. 32,51,106-107,299,306,352,394 Adventures for Readers, pp. 135,164, 232,528 Guide to Modern English, p. 83 Building Better English, pp. 138-140 English Grammar and Composition, pp. 566-567 Basic Language: Messages and Meanings, pp. 118-120 Macmillan English Series, pp. 37-43 "Capitalists," a District Unified Studies ILU Theme I "Dissent," a District Unified Studies ILU Theme III "Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II "How & Why Was the New World Settled?" a District Unified Studies ILU Theme II "Colonization: A Simulation," a District Unified Studies ILU Theme II	All District Unified Studies ILU's Themes I, II, III, IV ie. "Religions of the World," a District Unified Studies ILU Theme II "The Environment: The Concern of Man," (The Whale) a District Unified Studies ILU Theme III

Instructional Component

RECOGNIZE AND COMPREHEND DICTIONARY DEFINITIONS

Sequence	7	8	9
		As Appropriate to Content	
Resources	Building Better English, pp. 264-279,397 English Grammar and Composition, p. 470 Composing with Sentences, p. 8 Troubleshooter !, Book 5 (Word Mastery Guide to Modern English, pp. 67-84 Junior English in Action, p. 22 "The Library," a Unified Studies ILU Theme I	English Grammar and Composition, pp. 517-520 Guide to Modern English, pp. 83-84 Building Better English, pp. 144-146 Macmillan English Series, pp. 24-26 Basic Language: Messages and Meanings, p. 121 "American Patriots," a District Unified Studies ILU Theme I "How & Why Was the New World Settled?" a District Unified Studies ILU Theme II "Colonization: A Simulation," a District Unified Studies ILU Theme II "The Unchanging Face of War," a District Unified Studies ILU Theme III "Dissent," a District Unified Studies ILU Theme III "Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I "The Great Depression," a District Unified Studies ILU Theme III "Values: People-Decisions-Action," a District Unified Studies ILU Theme IV	All District Unified Studies ILU's Theme III "Politics in Action," a District Unified Studies ILU Theme II "What's a Planet to Do?," (Part I and Part II) a District Unified Studies ILU Theme I "Where is Your Money Heading?," a District Unified Studies ILU Theme II

Instructional Component

RECOGNIZE AND COMPREHEND CONNOTATION

Sequence	7	8	9
		As Appropriate to Content	
Resources	Composing with Words, pp. 267-269 Composing with Sentences, pp. 247, 268 Composing with Paragraphs, p. 52 Composing with Style, pp. 8,118 "Communications," a District Unified Studies Unit Theme II	Macmillan English Series, pp. 16-18 "Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II	Adventures in Reading, p. 555 (Novel as a genre and other selections) The Pleasures of Fiction (Entire book of short stories) Designs for Reading Short Stories (Discusses techniques as well as giving selections; inference) The Poetic Voice (Poetry selections, types, forms, imagery) Scholastic Literature Unit Poetry II (Imagery, dialogue, concrete poems, emphasizes writing of poetry) The Personal Voice: The Essay (The essay as a genre and selections) Literature of the World (Anthology and selections only) Designs for Reading Prose (Selections only) Designs for Reading Plays (Some technique and selections of one acts) Voices The Literary Voice and the Real World (The purpose, nature and function of literature in society as well as selections of literature about literature) Vanguard (Low reading level anthology) Types of Literature (Typical anthology) Outlooks Through Literature (Anthology which emphasizes word study) Perspectives on the Short Story (Excellent on point of view, plot, characterization, techniques as well as an excellent selection of short stories) Reflection in Literature (Basic anthology)

Instructional Component

RECOGNIZE AND COMPREHEND FIGURATIVE LANGUAGE

Sequence	7	8	9
	Emphasis on comprehending and interpreting figurative language (metaphor and simile) or others appropriate to student readiness	*Emphasis on comprehending and interpreting figurative language (euphemisms, colloquialisms or other devices appropriate to student readiness)*	*Emphasis on figurative devices (irony, hyperbole, and other devices appropriate)*
Resources	Read Magazines Composing with Words, p. 223 Composing with Sentences, pp. 32,24-25 "Pun Fun," a District Unified Studies Skill Concentrate	Counterpoint, pp. 543-544 "Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II	"The Future s You," a District Unified Studies ILU Theme IV "Future of Societies," a District Unified Studies ILU Theme IV See Page 14 on Composition

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"Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II

Reflections on a Gift of Watermelon Pickle (Modern poetry selections)
Currents in Nonfiction
Currents in Fiction
Currents in Drama
Currents in Poetry
Transitions (Excellent on techniques, activities and elements of literature as well as some selections)
English Grammar and Composition, Chapter 18, Chapter 19, p. 608 (Supplement)

Instructional Component

RECOGNIZE AND COMPREHEND POINT OF VIEW

Sequence	7	8	9
		Emphasis on identifying point of view	*Emphasis on identifying point of view and its influence on the selection*
Resources		Counterpoint, p. 558 Adventures for Readers, pp. 597,374,2 "Point of View," a District Unified Studies Skill Concentrate Grade 8 "American Frontier," a District Unified Studies ILU Theme II "Dissent," a District Unified Studies ILU Theme III "Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II "Media: The Newspaper," a District Unified Studies ILU Theme II "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Values: People-Decisions-Action," a District Unified Studies ILU Theme IV	Adventures In Reading, p. 555 (Novel as a genre and other selections) The Pleasures of Fiction (Entire book of short stories) Designs for Reading Short Stories (Discusses techniques as well as giving selections; Inference) The Poetic Voice (Poetry selections, types, forms, imagery) Scholastic Literature Unit, Poetry II (Imagery, dialogue, concrete poems, emphasizes writing of poetry) The Personal Voice: The Essay (The essay as a genre and selections) Literature of the World (Anthology and selections only) Designs for Reading Prose (Selections only) Designs for Reading Plays (Some technique and selections of one acts) Voices The Literary Voice and the Real World (The purpose, nature and function of literature in society as well as selections of literature about literature) Vanguard (Low reading level anthology) Types of Literature (Typical anthology) Outlooks Through Literature (Anthology which emphasizes word study) Perspectives on the Short Story (Excellent on point of view, plot, characterization, techniques as well as an excellent selection of short stories) Reflection In Literature (Basic anthology)

Continued on Back

Reflections on a Gift of Watermelon Pickle (Modern poetry selections)
Currents in Nonfiction
Currents in Fiction
Currents in Drama
Currents in Poetry
Transitions (Excellent on techniques, activities and elements of literature as well as some selections)
English Grammar and Composition, Chapter 18, Chapter 19, p. 608 (Supplement)

All District Unified Studies ILU's
Themes I, II, III, IV, especially
Themes II, III
ie.

"Cultural Differences & World Problems," a District Unified Studies ILU Theme III

"Focus on Beliefs," a District Unified Studies ILU Theme II

Instructional Component

RECOGNIZE AND COMPREHEND TONE

Sequence	7	8	9
		Emphasis on identifying the tone of a selection	*Reemphasis as Appropriate to Content*
Resources		Exploring Literature, pp. 424,434,444 Counterpoint, p. 567 "It's not WHAT you say, it's How you say it," a District Unified Studies Skill Concentrate	Adventures in Reading, p. 555 (Novel as a genre and other selections) The Pleasures of Fiction (Entire book of short stories) Designs for Reading Short Stories (Discusses techniques as well as giving selections; inference) The Poetic Voice (Poetry selections, types, forms, imagery) Scholastic Literature Unit Poetry II (Imagery, dialogue, concrete poems, emphasizes writing of poetry) The Personal Voice: The Essay (The essay as a genre and selections) Literature of the World (Anthology and selections only) Designs for Reading Prose (Selections only) Designs for Reading Plays (Some technique and selections of one acts) Voices The Literary Voice and the Real World (The purpose, nature and function of literature in society as well as selections of literature about literature) Vanguard (Low reading level anthology) Types of Literature (Typical anthology) Outlooks Through Literature (Anthology which emphasizes word study) Perspectives on the Short Story (Excellent on point of view, plot, characterization, techniques as well as an excellent selection of short stories) Reflection in Literature (Basic anthology)

Continued on Back

Reflections on a Gift of Watermelon Pickle (Modern poetry selections)
Currents in Nonfiction
Currents in Fiction
Currents in Drama
Currents in Poetry
Transitions (Excellent on techniques, activities and elements of literature as well as some selections)
English Grammar and Composition, Chapter 18, Chapter 19, p. 608 (Supplement)

Instructional Component

RECOGNIZE AND COMPREHEND THEME

Sequence	7	8	9
		Emphasis on recognizing the importance of conflict and plot to the theme of a selection	*Emphasis in-depth of the theme in literature of substance*
Resources		Counterpoint, p. 566 Adventures for Readers, pp. 358,602, 398,357 Exploring Literature, pp. 434,444-445 "American Patriots," a District Unified Studies ILU Theme I "Dissent," a District Unified Studies ILU Theme III "Radicals in American History," a District Unified Studies ILU Theme I "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Values: People-Decisions-Action," a District Unified Studies ILU Theme IV	Adventures in Reading, p. 555 (Novel as a genre and other selections) The Pleasures of Fiction (Entire book of short stories) Designs for Reading Short Stories (Discusses techniques as well as giving selections; inference) The Poetic Voice (Poetry selections, types, forms, imagery) Scholastic Literature Unit Poetry II (Imagery, dialogue, concrete poems, emphasizes writing of poetry) The Personal Voice: The Essay (The essay as a genre and selections) Literature of the World (Anthology and selections only) Designs for Reading Prose (Selections only) Designs for Reading Plays (Some technique and selections of one acts) Voices The Literary Voice and the Real World (The purpose, nature and function of literature in society as well as selections of literature about literature) Vanguard (Low reading level anthology) Types of Literature (Typical anthology) Outlooks Through Literature (Anthology which emphasizes word study) Perspectives on the Short Story (Excellent on point of view, plot, characterization, techniques as well as an excellent selection of short stories) Reflection in Literature (Basic anthology)

Continued on Back

Reflections on a Gift of Watermelon Pickle (Modern poetry selections)
Currents in Nonfiction
Currents in Fiction
Currents in Drama
Currents in Poetry
Transitions (Excellent on techniques, activities and elements of literature as well as some selections)
English Grammar and Composition, Chapter 18, Chapter 19, p. 608 (Supplement)

"Cultural Differences & World Problems," a District Unified Studies ILU Theme III

"The Environment: The Concern of Man," (The Whale) a District Unified Studies ILU Theme III

"Influencing Public Opinion," a District Unified Studies ILU Theme III

"Just What is the Idea?" a District Unified Studies Skill Concentrate

Instructional Component

RECOGNIZE AND COMPREHEND CONCLUSIONS

Sequence	7	8	9
	Emphasis on drawing conclusions from literature	*Reemphasis as Appropriate to Content*	
Resources	Trackdown Countdown Building Better English, p. 118 "I Am Rosemarie," a District Unified Studies ILU Theme II "The Contender," a District Unified Studies ILU Theme III "Moods and Emotions," a Unified Studies Unit Theme I "Imagination," a Unified Studies Unit Theme IV	Adventures for Readers, pp. 84,530, 584 Exploring Literature, pp. 123,134,210, 306,457,556	Adventures in Reading, p. 555 (Novel as a genre and other selections) The Pleasures of Fiction (Entire book of short stories) Designs for Reading Short Stories (Discusses techniques as well as giving selections; inference) The Poetic Voice (Poetry selections, types, forms, imagery) Scholastic Literature Unit Poetry II (Imagery, dialogue, concrete poems, emphasizes writing of poetry) The Personal Voice: The Essay (The essay as a genre and selections) Literature of the World (Anthology and selections only) Designs for Reading Prose (Selections only) Designs for Reading Plays (Some technique and selections of one acts) Voices The Literary Voice and the Real World (The purpose, nature and function of literature in society as well as selections of literature about literature) Vanguard (Low reading level anthology) Types of Literature (Typical anthology) Outlooks Through Literature (Anthology which emphasizes word study) Perspectives on the Short Story (Excellent on point of view, plot, characterization, techniques as well as an excellent selection of short stories) Reflection in Literature (Basic anthology)

Continued on Back

Reflections on a Gift of Watermelon Pickle (Modern poetry selections)
Currents in Nonfiction
Currents in Fiction
Currents in Drama
Currents in Poetry
Transitions (Excellent on techniques, activities and elements of literature as well as some selections)
English Grammar and Composition, Chapter 18, Chapter 19, p. 608 (Supplement)

All District Unified Studies ILU's Themes I, II, III, IV ie.

"Where Is Your Money Heading?" a District Unified Studies ILU Theme II

"Man, Resources & World Issues," a District Unified Studies ILU Theme III

Instructional Component

RECOGNIZE AND BE ABLE TO DRAW INFERENCE FROM LITERATURE

Sequence	7	8	9
		Emphasis of inference on the basis of information provided in a literary selection	*Reemphasis as appropriate to content*
Resources		Counterpoint, p. 550 "Inferences," a District Unified Studies Skill Concentrate Grade 8 "American Patriots," a District Unified Studies ILU Theme I "Immigrants," a District Unified Studies ILU Theme I "Capitalists," a District Unified Studies ILU Theme I "Radicals in American History," a District Unified Studies ILU Theme I "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I "American Frontier," a District Unified Studies ILU Theme II "Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II "Media: The Newspaper," a District Unified Studies ILU Theme II "The Origin of Political Parties," a District Unified Studies ILU Theme II	Adventures in Reading, p. 555 (Novel as a genre and other selections) The Pleasures of Fiction (Entire book of short stories) Designs for Reading Short Stories (Discusses techniques as well as giving selections; inference) The Poetic Voice (Poetry selections, types, forms, imagery) Scholastic Literature Unit Poetry II (Imagery, dialogue, concrete poems, emphasizes writing of poetry) The Personal Voice: The Essay (The essay as a genre and selections) Literature of the World (Anthology and selections only) Designs for Reading Prose (Selections only) Designs for Reading Plays (Some technique and selections of one acts) Voices The Literary Voice and the Real World (The purpose, nature and function of literature in society as well as selections of literature about literature) Vanguard (Low reading level anthology) Types of Literature (Typical anthology) Outlooks Through Literature (Anthology which emphasizes word study) Perspectives on the Short Story (Excellent on point of view, plot, characterization, techniques as well as an excellent selection of short stories) Reflection in Literature (Basic anthology)

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Continued on Back

"How & Why Was the New World Settled?" a District Unified Studies ILU Theme II

"Colonization: A Simulation," a District Unified Studies ILU Theme II

"The Unchanging Face of War," a District Unified Studies ILU Theme III

"Dissent," a District Unified Studies ILU Theme III

"Creating a Government," a District Unified Studies ILU Theme III

"The Great Depression," a District Unified Studies ILU Theme III

"Values: People-Decisions-Action," a District Unified Studies ILU Theme IV

Reflections on a Gift of Watermelon Pickle (Modern poetry selections)
Currents in Nonfiction
Currents in Fiction
Currents in Drama
Currents in Poetry
Transitions (Excellent on techniques, activities and elements of literature as well as some selections)
English Grammar and Composition, Chapter 18, Chapter 19, p. 608 (Supplement)

"Cultural Differences & World Problems," a District Unified Studies ILU Theme III

"The Environment: The Concern of Man," (The Whale) a District Unified Studies ILU Theme III

"The Future & You," a District Unified Studies ILU Theme IV

"Future of Societies," a District Unified Studies ILU Theme IV

"Focus on Beliefs," a District Unified Studies ILU Theme II

"Religion in World Conflict," a District Unified Studies ILU Theme III

"Religions of the World," a District Unified Studies ILU Theme II

SHAWNEE MISSION SCHOOLS
SPEAKING 7-9
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD KNOW how to relate a variety of speaking styles to the appropriate oral situation and BE ABLE TO organize skills to fit a variety of purposes.

Instructional Component

PARTICIPATE EFFECTIVELY IN A VARIETY OF SPEAKING SITUATIONS

Sequence	7	8	9
	Emphasis on participating in a variety of speaking situations (interview, group discussions, drama, peer interaction, student-adult interaction)	*Emphasis on participating in a variety of speaking situations (group discussion, panel, committee-peer interaction, and student-adult interaction)*	*Emphasis on participating effectively in a variety of speaking situations (debate, interview, group discussion, panel, committee-peer interaction, and student-adult interaction)*
Resources	Investigating: Gathering Information, pp. 1-11,104-107 Building Better English, pp. 3,6-7,10, 13,17,23,32,64,102,108,117-118,142, 166,170,172,311,357,401-402 Expressing: Everyday Communication (1), pp. 115-118,120-121,20-21 Junior English In Action, pp. 78,218 Voices, pp. 295-298 Junior English In Action, pp. 236,242-243 Building Better English, pp. 3,12-13, 21,317,319,324-325 Junior English In Action, pp. 79-84 Building Better English, p. 11 English Grammar and Composition, pp. 419-421 "Whoo Whoo--Are You?" a District Unified Studies Skill Concentrate "Revolution," a District Unified Studies Unit Theme II	Building Better English, pp. 1-21 Basic Language: Messages and Meanings, pp. 21-43,65-78 Macmillan English Series, pp. 211-240 English Grammar and Composition, pp. 483-497 "Two Heads Are Better Than One," a District Unified Studies Skill Concentrate "American Patriots," a District Unified Studies ILU Theme I "Immigrants," a District Unified Studies ILU Theme I "Capitalists," a District Unified Studies ILU Theme I "Radicals in American History," a District Unified Studies ILU Theme I "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I "American Frontier," a District Unified Studies ILU Theme II	Basic Language: Messages and Meanings, Chapters 2,3,4 English Grammar and Composition, Chapter 20 Guide to Modern English, Chapter 8 (Speaking) pp. 182-194 True, False or In Between (Logic Necessary for Debate) Mass Communications, Parts II; Messages and Meaning, p. 30 (Interview) p. 58 (Interview) Guide to Modern English, pp. 70-82 (Group Discuss on) "Enter and be Viewed," a District Unified Studies Skill Concentrate "Future of Societies," a District Unified Studies ILU Theme IV "Politics In Action," a District Unified Studies ILU Theme II "Religion in World Conflict," a District Unified Studies ILU Theme III "Model Assembly in International Cooperation," (U.N.) a District Unified Studies ILU Theme III

Continued on Back

"Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II

"Media: The Newspaper," a District Unified Studies ILU Theme II

"The Origin of Political Parties," a District Unified Studies ILU Theme II

"How & Why Was the New World Settled?" a District Unified Studies ILU Theme II

"Colonization: A Simulation," a District Unified Studies ILU Theme II

"The Unchanging Face of War," a District Unified Studies ILU Theme III

"Dissent," a District Unified Studies ILU Theme III

"Creating a Government," a District Unified Studies ILU Theme III

"The Great Depression," a District Unified Studies ILU Theme III

"Values: People-Decisions-Action," a District Unified Studies ILU Theme IV

Instructional Component

USE VARIOUS SPEAKING TECHNIQUES IN BOTH FORMAL AND INFORMAL SITUATIONS

Sequence	7	8	9
	Emphasis on using various speaking techniques in both formal and informal situations: performing, asserting, inquiring, probing, manipulating, as is necessary and appropriate to readiness and content	*Reinforcement as appropriate to ability and interests*	
Resources	Building Better English, pp. 3, 12-13, 317-319, 324-325, 21-35, 164, 37-39, 366, 381-384 Junior English In Action, pp. 170, 176, 178, 191, 235-236, 242 Voices, pp. 12, 277 Junior English In Action, pp. 40, 55 Expressing: Everyday Communication (1), pp. 63-67 "The Whole World," a Unified Studies ILU Theme III	"American Patriots," a District Unified Studies ILU Theme I "Dissent," a District Unified Studies ILU Theme III "Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II	Basic Language: Messages and Meanings, Chapters 2,3,4 English Grammar and Composition, Chapter 20 Guide to Modern English, Chapter 8 (Speaking) pp. 182-194 True, False or In Between (Logic Necessary for Debate) Mass Communications, Parts II; Messages and Meaning, p. 30 (Interview) p. 58 (Interview) Guide to Modern English, pp. 70-82 (Group Discussion) "Future of Societies," a District Unified Studies ILU Theme IV "Model Assembly in International Cooperation," (U.N.) a District Unified Studies ILU Theme III "Religion in World Conflict," a District Unified Studies ILU Theme III

Instructional Component

USE VOCABULARY APPROPRIATE TO THE SITUATION

Sequence	7	8	9
	Emphasis on using vocabulary appropriate to the situation	*Reinforcement as appropriate to ability and interests*	
Resources	Expressing: Everyday Communication (1), pp. 17,5,40,42-45 Building Better English, pp. 141-142,207-209,103-105,289-291,332,151 "Where in the World," a Unified Studies Unit Theme III "Consumer Education," a Unified Studies Unit Theme I "Man and His Culture," a Unified Studies Unit Theme II	English Grammar and Composition, pp. 569-577 "American Patriots," a District Unified Studies ILU Theme I "Immigrants," a District Unified Studies ILU Theme I "Capitalists," a District Unified Studies ILU Theme I "Radicals in American History," a District Unified Studies ILU Theme I "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I "American Frontier," a District Unified Studies ILU Theme II "Media: Propaganda-The Name of the Game," a Unified Studies ILU Theme II "Media: The Newspaper," a District Unified Studies ILU Theme II "The Origin of Political Parties," a District Unified Studies ILU Theme II	Basic Language: Messages and Meanings, Chapters 2,3,4 English Grammar and Composition, Chapter 20 Guide to Modern English, Chapter 8 (Speaking) pp. 182-194 True, False or In Between (Logic Necessary for Debate) Mass Communications, Parts II; Messages and Meaning, p. 30 (Interview) p. 58 (Interview) Guide to Modern English, pp. 70-82 (Group Discussion)

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Instructional Component

SELECT AND LIMIT A TOPIC AND USE AN EFFECTIVE ORGANIZATIONAL PLAN

Sequence	7	8	9
	Emphasis on selecting and limiting a topic with appropriate organizational plan (introduction, body, and conclusion)	*Reinforcement as appropriate to ability and interests*	
Resources	Building Better English, pp. 10, 13,167,170,411,413 Voices, pp. 264-265 "Revolution and Reform," a Unified Studies ILU Theme II	Power in Composition (Kit) Unit 3, (Outlining) "Outlining," a District Unified Studies Skill Concentrate Grade 8 "American Patriots," a District Unified Studies ILU Theme I "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I "The Origin of Political Parties," a District Unified Studies ILU Theme II "The Unchanging Face of War," a District Unified Studies ILU Theme III "Values: People-Decisions-Action," a District Unified Studies ILU Theme IV	Basic Language: Messages and Meanings, Chapters 2,3,4 English Grammar and Composition, Chapter 20 Guide to Modern English, Chapter 8 (Speaking) pp. 182-194 True, False or In Between (Logic Necessary for Debate) Mass Communications, Parts II; Messages and Meaning, p. 30 (Interview) p. 58 (Interview) Guide to Modern English, pp. 70-82 (Group Discussion) "Organizing Information," (Part I and Part II) a District Unified Studies Skill Concentrate Grade 9 "Religion in World Conflict," a District Unified Studies ILU Theme III "Cultural Differences & World Problems," a District Unified Studies ILU Theme III "Model Assembly in International Cooperation," (U.N.) a District Unified Studies ILU Theme III

"How & Why Was the New World Settled?" a District Unified Studies ILU Theme II

"Colonization: A Simulation," a District Unified Studies ILU Theme II

"The Unchanging Face of War," a District Unified Studies ILU Theme III

"Dissent," a District Unified Studies ILU Theme III

"Creating a Government," a District Unified Studies ILU Theme III

"The Great Depression," a District Unifled Studies ILU Theme III

"Values: People-Decisions-Action," a District Unified Studies ILU Theme IV

Instructional Component

USE VISUAL AIDS EFFECTIVELY

Sequence	7	8	9
	Emphasis on using visual aids effectively	*Reinforcement as appropriate to ability and interests*	
Resources	Expressing: Everyday Communication (1), p. 61 "Renaissance Fair," a Unified Studies ILU Theme IV "Ecology is Everybody's Business: Cinematography in Ecology," a Project Clean Module Theme IV "The Nature of Prejudice," a District Unified Studies ILU Theme II "Man and His Creations," a District Unified Studies Unit Theme IV	"Understanding Maps," a District Unified Studies Skill Concentrate Grade 8 "American Patriots," a District Unified Studies ILU Theme I "Minorities: Black and Indian Americans," a District Unified Studies ILU Theme I "Yankee Wizards and Wonders," a District Unified Studies ILU Theme I "The Unchanging Face of War," a District Unified Studies ILU Theme III "The Origin of Political Parties," a District Unified Studies ILU Theme II "Values: People-Decisions-Action," a District Unified Studies ILU Theme IV	Basic Language: Messages and Meanings, Chapters 2,3,4 English Grammar and Composition, Chapter 20 Guide to Modern English, Chapter 8 (Speaking) pp. 182-194 True, False or In Between (Logic Necessary for Debate) Mass Communications, Parts II; Messages and Meaning, p. 30 (Interview) p. 58 (Interview) Guide to Modern English, pp. 70-82 (Group Discussion) "Man & Space," a District Unified Studies ILU Theme III "Model Assembly in International Cooperation," (U.N.) a District Unified Studies ILU Theme III "Politics in Action," a District Unified Studies ILU Theme II

SEVENTH GRADE BIBLIOGRAPHY

Action Series

Adventures for Readers

Alive and Listening Kit, Earle and Rasmussen, Dun and Donnelly Publishing Company

Basic Goals in Spelling, Koltmeyer and Claus

Basic Skills in Grammar, Book I, Cambridge Publishing Company

Basic Skills in Grammar, Book II, Cambridge Publishing Company

Building Better English, Greene and Loomis, Harper Row Publishing Company, 1974

Composing with Paragraphs, Cambridge Publishing Company

Composing with Sentences, Cambridge Publishing Company

Composing with Words, Cambridge Publishing Company

Composition: Models and Exercises, Nunan, Harcourt, Brace and World Publishing Company, 1965

Contact Series, Scholastic Kit

- Getting Together
- Prejudice
- Maturity
- Imagination
- Future
- Drugs and the Law
- Law: You, the Police and Justice

Contemporary English Modules, Silver Burdett Publishing Company

Discovering Our Language, Holt and Reinhardt Publishing Company

Edgar Allan, Newfeld

English Grammar and Composition, Warriner, Harcourt, Brace and World Publishing Company

Exploring Literature, Houghton-Mifflin Publishing Company, 1968

Expressing: Everyday Communication (1), Houghton-Mifflin Series

Guide to Modern English, Scott, Foresman Publishing Company

I Am Rosemarie

Investigating: Gathering Information, Houghton-Mifflin Publishing Company

Junior English in Action, Heath, 7th edition, Tressler, Christ Publishing Company

Man in the fictional mode

Moffett Series

Pigman

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FS 808.06 Gat — Gathering Facts

FS 808.06 Wri — Writing a Draft

FS 808.06 Fin — The Final Copy

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FS 428.2 Par — The Paragraph Sense

FS 428.2 Dev — Developing a Topic

FS 428.2 Par — Paragraph Unity and Coherence

FS 428.2 Par — The Paragraph Sense

The following filmstrips are from a set by Filmstrip House called Composition:

FS 808.06 Org — Organizing an Outline

FS 808.04 Wri — Writing an Opening Paragraph

FS 808.04 Wri — Writing Paragraphs

FS 808.06 Edi — Editing and Rewriting

Cassette 817.009	Nat	The Nature of Satire (Duplicated by the District)
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SFS 811	Hai	Haiku: The Hidden Glimmering, Lyceum Productions

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FS 428.2	Wha	What is a Sentence?, Filmstrip House
FS 428.2	Nou	Nouns and Pronouns, Filmstrip House
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FS 428.2	Sub	Subjects: Simple and Complex, Filmstrip House
FS 428.2	Inc	Increase Your Stock of Words, A121-6, SVE
FS 422	Tim	Times and People Change Words, A123-3, SVE

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425	Bas	Basic Principles - Sentence Structure
425	Sim	The Simple Sentence
425	Com	The Compound Sentence
425	Com	The Complex Sentence
FS 808.02		Come to Your Senses - A Program in Writing Awareness, Sohn, Scholastic Book Services
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		Telling the Story
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SFS 808.2	Wha	What is Drama?, Guidance Associates
Cassette 808.006	Gag	The Gag Writer (Duplicated by the District)
Cassette 808.87	Pun	The Punsters (Duplicated by the District)
Cassette 809.1	Nat	The Nature of Poetry (Duplicated by the District)

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FS 422	Wor	Words and Your Work, A123-4, SVE
FS 428.2	Rig	The Right Word in the Right Place, A123-5, SVE

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422	Int	An Introduction to Word Study
423	Wor	Words From Many Countries
425	Suf	Suffixes and Prefixes
428	Syn	Synonyms, Antonyms and Homonyms
428.2	Eig	Eight Jobs; Eight Kinds of Work
428.2	Mod	Modifiers
428.2	Pre	Predicates with Complements and Objects
428.2	Cla	Clauses
428.2	How	How We Communicate
428.2	Sen	Sentence Variety
428.2	Sen	Sentence Do's and Don't's
421	Com	Commas and Semicolons
421	Col	Colon, Dash, Parentheses and Quotation Marks
421	Exa	Examples and Exercises
SFS 410	Lin	Linguistic Backgrounds of English, Group 1, SVE
		Words Come to Life, A131-1
		What's in a Name?, A131-2
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		Interesting Facts About Your Language, A131-5
		How English Traveled Overseas, A131-6
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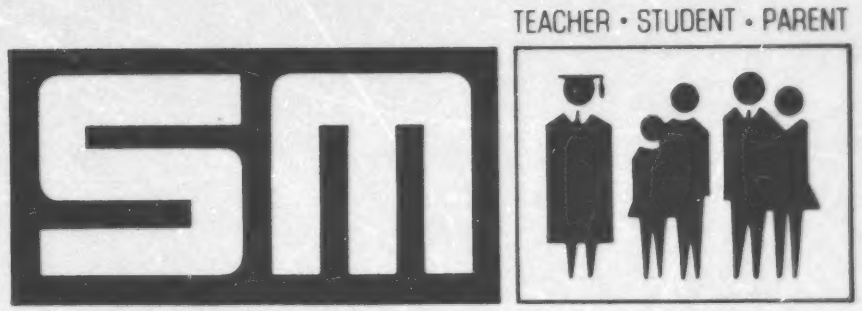
		Symbols and Everyday Language, A131-8
		How We Communicate, A131-9

Unified Studies (Language Arts)
Grades 7-8-9

GOAL-COMPONENT ASSESSMENT SYSTEM CRITERION-REFERENCED



SEPTEMBER, 1975

Don Roberts, Director Language Arts
David Wolfe, Director Unified Studies

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INTRODUCTION

After involving more than 38 schools in a district Criterion-Referenced Testing Pilot in Language Arts during the 1974-75 school year, a workshop was held during June 9-13, 1975, for the purpose of evaluating the pilot project, the CRT instrument, and for writing test specifications relating to the instructional components of Language Arts Scope and Sequence.

Representing Unified Studies teachers in the workshop were:

Pat All--Indian Hills
Don Brewer--Milburn
Kathleen Cox--Hillcrest
Aubrey Crews--Broadmoor
Annora Dorsey--Meadowbrook
Richard Hill--Meadowbrook
Joy Myers--Nallwood
Nick Paris--Trailridge
Pat Ruggles--Indian Creek
Gloria Willingham--Indian Creek.

These participants were named by their respective area language arts committees for the CRT workshop.

In writing test specifications (suggested ways for determining the level at which a student is functioning relevant to a given instructional component) the participants were asked to choose a component from Scope and Sequence, designate content limits, set scoring criteria, specify format and directions, and write a sample test item.

Time did not permit thorough completion of the task, but direction has been established.

On the following pages you will find, interspersed with Scope and Sequence goals and components, test specifications relating to components. These statements are summaries of the complete specifications developed during the workshop.

Efforts are now being made to build a pool of valid and reliable test items from which district teachers can draw to aid in curriculum decision making. Some test items, thanks to the participants, can be leased from companies, after comparing our sample items with what the company has to offer. Some items will have to be developed by district teachers. Not all items will be paper-pencil, computer-scored items.

At this time, test specifications have not been broken down by grade levels. This may be accomplished as the item pool is

developed. For now, the specifications should be considered ninth grade summative specifications; of course, teachers may adapt them to suit their building or classroom purpose.

Eventually a building may determine what kind of curriculum information it wants and may select appropriate test specifications. The building may set the number of items it wants per spec and may set the criteria. Test items will be drawn at random from the computer. The district will accommodate by scoring the test and supplying appropriate print-outs.

It is hoped that this system will afford a data base for decision making which will enable all educators to make prudent decisions for the allocation of effort and resources.

Don Roberts

September, 1975

GLOSSARY

ASSESSMENT ITEM--An "assessment item" is an activity or test question which seeks to determine the level at which the student is functioning. The term "assessment" has been chosen in an attempt to avoid the connotation of "finality" or "grade," often associated with the term "test."

COMPONENT--A "component" suggests an instructional experience thought to be a means toward reaching the stated goal. Components are grouped as related to knowledge goals, skill goals, and value goals.

CONTENT LIMITS--Part of a test specification, the "content limit" establishes the parameter for a test item or activity by identifying the specific content which will be covered.

CRITERION-REFERENCED TEST--An assessment instrument to determine the functional level of achievement of students in order that appropriate instructional decisions can be made.

SUMMATIVE GOALS--A "summative goal" is a terminal goal for a designated unit of instructional experience (i.e., at the end of third grade; at the end of sixth grade, etc.).

SUMMATIVE SPECIFICATIONS--As related to "summative goals," "summative specifications" indicate expected learning outcomes at designated grade levels.

TEST SPECIFICATIONS--A "test specification" identifies what is to be measured and how it is to be measured. Test specifications are essential to a criterion-referenced testing program.

A special thanks to Pat All, Indian Hills; Don Brewer, Milburn; and Gloria Willingham, Indian Creek for their help and advice in editing this booklet.

COMPOSITION — SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS — LEVEL 9

Knowledge

THE STUDENT SHOULD RECOGNIZE developmental elements of the various types of writing.

Components:

A. Recognize the four kinds of sentences

B. Recognize unity in paragraph writing:
   1. Controlling idea
   2. Coherence
   3. Methods of development

Skills

THE STUDENT SHOULD BE ABLE TO use basic composition skills: select a subject, determine the purpose, and employ organization appropriate to the purpose.

Components:

A. Use effectively the four kinds of sentences

B. Develop a unified paragraph:
   1. Write unified sentences supporting the controlling idea (reason, example, fact)
   2. Employ transitions (chronological, spatial)
   3. Use various methods of development (comparison, contrast)

Values

THE STUDENT SHOULD VALUE his/her own competence in expressing his/her thoughts in various forms of composition.

Components:

A. Value basic composition skills as a means of communicating his/her thoughts

B. Value the relationship of form and purpose in composition

TEST SPECIFICATIONS (CROSS-REFERENCED), SEE ALSO SECTION FOLLOWING FOR SAMPLES

C 1. The student will demonstrate an understanding of the four basic kinds of sentences by categorizing sentences as simple, compound, complex, or compound-complex (C2, C3).

C 2. The student will be able to state whether a given sentence is simple, compound, complex, or compound-complex; state the reasons for his identification; and state what the original sentence might have been, if the sentence is not simple (C1, C3).

C 3. The student will be able to expand a given simple sentence into a compound sentence, a complex sentence, or a compound-complex sentence (C1, C2).

C 4. The student will be able to choose from a list of details those that would be pertinent to a given topic sentence for a paragraph (C5, C6, LV11, LV12, LV13, LR1).

C 5. The student will be able to compose a main idea for a paragraph and state it in a topic sentence when given a topic for a paragraph (C4, C6, LV11, LV12, LV 13, LR1).

C 6. The student will analyze a given incomplete paragraph to determine the main idea of the paragraph and choose from among alternative topic sentences the one that contains the controlling idea for the given paragraph (C4, C5, LV11, LV12, LV13, LR1).

C 7. The student will be able to add direct and/or indirect linking expressions to a given paragraph to clarify and unify the paragraph as it is given (C30, C43, C13).

C 8. The student will be able to recognize the method of paragraph development used in each of several given paragraphs (C10, C11, C29, C44).

C 9. The student will be able to analyze given paragraphs in order to choose from a list of possibilities the author's method of obtaining unity.

C10. The student will be able to write and recognize a paragraph developed by means of comparison and contrast (C8).

C11. The student will be able to write and recognize a paragraph developed by cause and effect (C8).

C. Recognize basic elements of multi-paragraph composition	C. Develop a unified multi-paragraph composition	C. Appreciate the variety of forms available to express his/her thoughts

C12. The student will be able to write a composition of two or more paragraphs related to a given prose selection (C14 and other categories).

C13. The student will be able to add a transitional sentence to a given first paragraph and a conclusion to the second paragraph (C7, C30, C43).

C14. The student will be able to summarize the main conflict in a novel or short story of his choice in a given category, including the underlying causes of the conflict, tracing the development of the conflict, and discussing the effect of the final resolution of the conflict on each of the principal characters (see Exposition C, skill F, and LITERATURE).

D. Recognize elements of descriptive writing: 1. Words and phrases 2. Specific details 3. Point of view 4. Figurative language 5. Objective/subjective	D. Write a descriptive paragraph: 1. Use specific vocabulary 2. Describe surrounding objects using time, space, and order 3. Use specific details (concrete and sensory) 4. Use consistent point of view 5. Write directions	D. Gains satisfaction from his/her competence with a variety of writing forms

C15. The student will be able to use prose or poetry to write how something looks, sounds, acts, and feels, and will be able to use specific nouns and descriptive verbs, modifying the nouns and verbs with words and phrases (see Creative Writing C, skill H, and LITERATURE) (C16, C17, C18, C19, C22(2), RL11).

C16. The student will be able to identify the words and phrases in a given passage that appeal to the five senses (sight, smell, taste, touch, and hearing) (C15, C17, C18, C19 C22(2), RL11).

C17. The student will be able to develop descriptive language by using one or more of the senses as a vehicle for expression (C15, C16, C18, C19, C22(2), RL11).

C18. The student will be able to write a descriptive sentence for each of several given topics, focusing the descriptive appeal of each upon a specific sense (C15, C16, C17, C19, C22(2), RL11).

C19. The student will be able to explain which of a given list of descriptive words and phrases would be effective in expressing specific emotions (C15, C16, C17, C18, C22(2), RL11).

C20. The student will be able to add descriptive words to enhance a given passage containing little descriptive language (C20, C22(2), C23, C24, C25, C26).

C21. The student will be able to write a descriptive passage on each of the following: a character's physical appearance, a character's attitudes in a particular situation, and a person's good or bad qualities (LITERATURE) (C17, C18, C20, C22, LR13, LR14).

C22. The student will be able to write a descriptive paragraph according to the following criteria (C17, C18, C20, C21):
(1) It will be spatial in movement: i.e., it must move from either a general setting to specific focus or from specific focus to a general setting.
(2) It must include language appropriate to description: i.e., concrete and sensory detail.
(3) It must be intentionally objective or intentionally subjective in presentation (both may be used, but aimless alteration will be considered unacceptable).
(4) It must be written from a particular point of view: i.e., the writer must be viewing what he sees from either
(A) a particular location, or
(B) a moving location.

E. Recognize elements of narrative composition:
1. Setting
2. Plot
3. Theme
4. Characterization

E. Write a narrative paragraph:
1. Employ description and logical order to develop setting and characterization
2. Summarize or dramatize action

C23. The student will be able to discriminate between specific nouns and more general nouns within a given list of nouns (C20, C22(2), C23, C24, C25, C26).

C24. The student will be able to rewrite given sentences which contain general or "weak" verbs, using a specific or "stronger" verb (C20, C22(2), C23, C25, C26, LR5).

C25. The student will be able to identify statements as general or specific (C20, C22(2), C23, C26, LR5).

C26. The student will be able to list or identify denotations and connotations of a given word (LITERATURE) (C20, C22(2), C23, C24, C25, LR19).

C27. The student will be able to identify examples of "loaded" words in a given short selection (see LISTENING and SPEAKING) (C21, LV14, LR19, LR20).

C28. The student will be able to identify and correct needless shifts in tense, mood, subject, voice, person, or number in given sentences (see C22(4), LISTENING and SPEAKING).

C29. The student will be able to analyze the sentences in a paragraph he has read and will categorize them as "rambling," "choppy," "fragmented," or "well-written" sentences (see STUDY OF LANGUAGE) (SL53, SL54, SL55, SL56, SL58).

C30. The student will be able to connect and thereby clarify a chronological sequence by adding transitional words (COMPOSITION and LITERATURE) (C7, C30, C43, C13).

C31. The student will be able to list the steps of any process in chronological order (LITERATURE) (C7, C30, C43, C13).

C32. The student will be able to write examples of beginning narrative sentences of the following types: a sentence summarizing some past event as background for a coming story, a sentence giving details which create an unusual situation or setting, and a sentence which makes a dramatic statement or creates an atmosphere of suspense (LITERATURE) (C33, C35, LR2, C30, C31, C34, C36, C37, LR3, LR12, LR13).

C33. The student will be able to identify the time, the place, the characters, and the sequence of action in a given short story (LITERATURE) (C32, C35, LR2, C38, C30, C31, C34, C36, C37, LR3, LR12, LR13).

C34. The student will be able to identify the rising action, the climax, and the falling action of a given short story (LITERATURE) (C30, C31, C32, C33, C36, C37, LR3, LR12, LR13).

C35. The student will be able to write a short paragraph describing a given general setting for a short story (LITERATURE) (C32, C33, LR2).

C36. The student will be able to outline a plot from one of a set of possible topics for short stories (LITERATURE) (C30, C31, C32, C33, C37, LR3, LR12, LR13).

C37. The student will be able to outline a plot for the development of a short story, including at least three related events (LITERATURE) (C30, C31, C32, C33, LR3, LR12, LR13).

C38. The student will be able to write appropriate dialogue when given specific information on character, setting, and situation (LITERATURE) (C32, C35, LR2, C38, C30, C31, C33, C34, C36, C37, LR3, LR12, LR13).

C39. The student will be able to write a summary of a given dramatization of an action (LITERATURE) (C32, C35, LR2, C38, C30, C31, C33, C34, C36, C37, LR3, LR12, LR13).

C40. The student will be able to compose a narrative paragraph to be evaluated according to the following criteria: a strong opening sentence, order and relationship of the sentences which follow, a closing or summary sentence that completes the action or tells what happens last, and appropriate use of the mechanics of language (see C--Description D and C--Exposition, skill F; STUDY OF LANGUAGE, knowledge and skill C).

C41. The student will be able to write a narrative paragraph, either summarized or dramatized, according to the following criteria (C32, C39, C40, C41):
(1) It will be made up primarily of details.
(2) Generalizations will be introduced chiefly to furnish background or to point up the significance of an occasional detail or scene.
(3) The order of the paragraph must be logical.
(4) The action will be summarized: i.e., a great deal of action condensed into a short space or dramatized: i.e., the reader is, or feels that he is, brought into the action. Action may be given very fully, conversation may be quoted, the thoughts of the central figure in the action may be disclosed, setting of incident may be fully given, aftermath details may be provided, anecdotes or allusions may be used to explore the implications of what is being narrated.

F. Recognize transition as an element of sentence and paragraph development (see C7 and C13)

F. Write an expository paragraph:
1. Select and limit topic
2. Employ appropriate method (identification, example, incident) (see previous test specs)

C42. The student will be able to write an expository paragraph (either inductively organized or deductively organized) according to the following criteria:
(1) Support paragraph will begin with either a generalization which is followed by details or less general statements (deductive).
(2) Climax paragraph will begin with a detail which is followed by other details until a generalization or main point is made (inductive) (see C--Description and C--Narration) (C43).

C43. The student will be able to analyze a given paragraph in terms of its organization (order to chronology, importance, or location); and will demonstrate the ability to analyze by choosing the method used for obtaining coherence in the selection (see C, B-2) (C42, C7, C30, C43).

C44. The student will be able to write an expository paragraph according to the following criteria (C42, C43):

(1) The topic must be limited sufficiently to be developed in a single paragraph.
(2) The paragraph must be organized deductively or inductively with an appropriate topic sentence.
(3) All ideas must relate to the topic.
(4) The paragraph must be developed by specific method: i.e., chronological, importance, cause and effect, etc.

G. Know characteristics of formal and informal letter writing

O. Write formal and informal letters using conventions of form

C45. The student will be able to identify the format used for a friendly letter and for the envelope that should accompany a friendly letter (C46).

C46. The student will be able to select the language most appropriate to a social letter when given three letters which differ in formality of language and tone, and will be able to give defensible reasons for his choice (C45).

C47. The student will be able to correctly address or identify a correctly addressed envelope for a business letter (C48, C49, C50).

C48. The student will be able to identify the format used for a business letter and for the envelope that should accompany it (C47, C49, C50).

C49. The student will be able to label correctly the parts of a business letter when given the names of the parts (C47, C48, C50).

C50. The student will be able to write a business letter that includes the following parts in the correct form: the heading, the inside address, the formal greeting, the body, and the closing signature (C47, C48, C49).

H. Recognize various forms of creative writing

H. Experience development of various forms of creative writing

(As appropriate to student interest, ability, and content)

I. Recognize the relationship of purpose and form

(see all other categories)

I. Use a variety of forms to express himself/herself

(also other categories)

J. Evaluate own and the writing of others for appropriate composition elements

(may be contained in other test specs)

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

Study of Language 7-8-9

STUDY OF LANGUAGE — SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS — LEVEL 9

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW that language functions as a means of effective communication.	THE STUDENT SHOULD BE ABLE to identify and correctly apply the generally accepted rules of the technical aspects of the language which provides for effective communication.	THE STUDENT SHOULD VALUE language as a symbolic process.
Components:	Components:	Components:
A. Know of classifications and definitions for those classifications which identify "parts of speech" or such parts of language	A. Demonstrate a grasp of the purpose for catagorizing and classifying "parts" of language	A. That language becomes manageable through efforts to identify and to manipulate its "parts"

SL 1. The student will be able to match the definitions of the parts of speech to the correct term (SL2).

SL 2. The student will demonstrate a knowledge of word classifications by categorizing as noun, verb, adjective, or adverb the nonsense words in given sentences (SL1).

SL 3. The student will demonstrate an understanding of nouns by selecting the word that acts as a noun in a given sentence (SL11, SL12, SL13, SL14, SL15).

SL 4. The student will demonstrate recognition of verbs by correctly identifying them in sentences (SL22, SL23, SL24, SL25, SL26, SL27, SL28, SL31, SL32, SL33, SL57).

SL 5. The student will be able to demonstrate an understanding of adjectives by selecting the word used as an adjective in a sentence (SL19, SL20, SL21, SL37, SL40).

SL 6. The student will be able to identify all the adverbs within given sentences (SL34, SL35, SL36, SL37, SL38, SL39, SL40).

SL 7. The student will be able to identify all the pronouns within given sentences (SL16, SL17, SL18).

SL 8. The student will be able to identify prepositional phrases and their components in given sentences (SL40, SL41, SL43).

SL 9. The student will be able to identify conjunctions found in a given group of sentences as coordinate, correlative, or subordinate conjunctions (SL42, SL43).

SL10. The student will be able to identify the interjections in a set of unpunctuated sentences and supply the correct punctuation for each sentence.

SL11. The student will be able to identify from a list of sentences the one that contains the proper noun (SL3 and as cross-referenced).

SL12. The student will demonstrate an understanding of how a noun functions by indicating whether a given noun is used as a subject, direct object, indirect object, predicate nominative (noun), appositive and object of the preposition (SL3 and as cross-referenced).

SL13. The student will be able to identify the words which are in apposition with underlined noun appositives in given sentences (SL3 and as cross-referenced).

SL14. The student will be able to identify the case of each noun when given sentences containing nouns in the nominative, objective and possessive cases (SL3 and as cross-referenced).

SL15. The student will be able to write an "s" after those nouns which are singular and a "p" after those nouns which are plural when he is given a randomly-arranged list of twenty nouns, containing both singular and plural nouns (see STUDY OF LANGUAGE, G) (SL3 and as cross-referenced).

SL16. The student will demonstrate the ability to distinguish among pronouns used as subjects, predicate nominatives (nouns), direct objects of verbs, indirect objects of verbs, appositives, and objects of prepositions by classifying pronouns in given sentences (SL7, SL17, SL18).

SL17. The student will be able to identify and correct those pronouns that do not agree with their antecedents in given sentences (SL7, SL18).

SL18. The student will identify the pronouns, correct them if necessary, and classify them according to case when given a paragraph in which pronouns are used correctly and incorrectly (SL7, SL17).

SL19. The student will demonstrate the ability to recognize proper adjectives, predicate adjectives, possessive adjectives, comparative adjectives, and superlative adjectives by identifying the use of the adjective in a given sentence (SL5 and as cross-referenced).

SL20. The student will show comprehension of adjectives by selecting the words functioning as adjectives when confronted with words which can be used as three different parts of speech (SL5 and as cross-referenced).

SL21. The student will be able to identify the suffix and root, define the word, and give the part of speech of both the original word and its root when given an adjective composed of a noun and adjective suffix (SL5 and as cross-referenced).

SL22. The student will be able to supply the necessary tense form (tense and agreement) to complete a given sentence when given a present infinitive verb and an incomplete sentence (SL4 and as cross-referenced).

SL23. The student will demonstrate comprehension of verb tense by categorizing given sentences according to verb tense (SL4 and as cross-referenced).

SL24. The student will demonstrate a knowledge of the use of irregular verbs by choosing correct forms to complete sentences in a given paragraph (SL4 and as cross-referenced).

SL25. The student will be able to use or identify the correct form of "sit," "set," "lie," "lay," "learn," "teach," and "rise" in written and/or oral expression (SL4 and as cross-referenced).

SL26. The student will be able to supply the other four principal parts of a given regular or irregular verb, identifying all five parts by name and stating whether the verb is regular or irregular (SL4 and as cross-referenced).

SL27. The student will be able to identify and use single and multiple auxiliaries in a given sentence (SL4 and as cross-referenced).

SL28. The student will be able to identify the verb suffix, give a possible root from which the verb was made, and define the verb when given a verb composed of a root with a verb suffix (SL44 and as cross-referenced).

B. Know that interrelationships exist between form and function and can identify sentence elements which form effective interrelationships

B. Use in communication words, phrases, and clauses with effectiveness and according to accepted conventions

B. That an interrelationship exists between the complexities of language that is commensurate with the complexity of the idea, thought or feeling which an individual wants to express

SL29. The student will demonstrate an understanding of subject and verb agreement by choosing a verb to agree in number with a given subject (SL17, SL30, SL60).

SL30. The student will be able to identify and correct subjects and verbs that do not agree in given sentences (SL17, SL29, SL60).

SL31. The student will demonstrate the ability to distinguish between action verbs and linking verbs by categorizing starred verbs in sentences (SL4, SL52, SL59, SL62).

SL32. The student will be able to select the transitive verbs from among both transitive and intransitive verbs and will be able to write or identify passive-voice sentences (SL4, SL52, SL59, SL62).

SL33. The student will be able to classify each underlined and numbered verb in a paragraph by indicating its tense, voice, and type (transitive or intransitive) (SL4 and as cross-referenced).

SL34. The student will be able to identify the question answered by each underlined adverb in given sentences; how, when, where, why, and to what extent (SL6 and as cross-referenced).

SL35. The student will demonstrate a comprehension of the relationship of adverbs and the words they modify by indicating whether the adverb modifies an adjective, adverb, or a verb in given sentences (SL6 and as cross-referenced).

SL36. The student will be able to distinguish between fixed and moveable adverbs and use each type correctly (SL6 and as cross-referenced).

SL37. The student will demonstrate the ability to extend sentences by using adjectives and adverbs (SL5, SL6 and as cross-referenced).

SL38. The student will be able to identify the adverb suffix and the root, the part of speech of the root; the suffix, if any, remaining on the root and its type (i.e., regret - ful - ly. . .regret - noun, ful - adjective, ly - adverb) (SL6 and as cross-referenced).

SL39. The student will be able to supply the comparative and superlative forms of adverbs (SL6 and as cross-referenced).

SL40. The student will be able to identify in given sentences each preposition, the entire prepositional phrase, and whether or not the phrase functions as an adjective or an adverb (SL8, SL41, SL43).

SL41. The student will be able to correct sentences in which prepositional phrases have been improperly placed (SL8, SL43).

SL42. The student will be able to write sentences demonstrating the use of the three types of conjunctions and will be able to label the type used in each sentence (SL9, SL43).

SL43. The student will be able to identify and improve upon ambiguous or vague relationships expressed by conjunctions and prepositions in given sentences (SL8, SL9).

SL44. The student will be able to identify gerunds when given sentences containing gerunds (SL45, SL50, SL51).

SL45. The student will demonstrate the ability to distinguish among gerunds used as subjects, direct and indirect objects, objects of prepositions, appositives, and predicate nominatives (nouns) (SL44, SL50, SL51).

SL46. The student will be able to identify the infinitives in given sentences containing them (SL47, SL50, SL51).

SL47. The student will demonstrate a comprehension of the uses of infinitives by selecting sentences in which infinitives are used as nouns, adverbs, or adjectives (SL46, SL50, SL51).

SL48. The student will be able to identify the participles in given sentences containing them (SL49, SL50, SL51).

SL49. The student will show a comprehension of the correct use of participles by identifying the sentence containing a correctly used participial phrase (SL50, SL51).

SL50. The student will be able to identify each of the verbals in given sentences containing verbals as gerund, participle, or infinitive, and will be able to state the verbal's component parts, the function of each part, and the function of the verbal in the sentence (SL44, SL48, SL46).

SL51. The student will demonstrate an understanding of verbals by writing three sentences to illustrate the infinitive, gerund, and participle forms of a given verb, underlining the verbal phrase and labelling its components (SL44, SL48, SL46).

SL52. The student will demonstrate an understanding of simple and complete subjects and predicates by matching the terms with those elements in a given sentence (SL59, SL62).

SL53. The student will be able to identify sentences and fragments when given word groups (SL54, SL55, SL56, SL58).

SL54. The student will be able to identify sentences and fragments when given word groups, some of which contain complex sentences (SL53, SL55, SL56, SL58).

SL55. The student will be able to identify legitimate from run-on sentences when given word groups (SL53, SL54, SL56, SL58).

SL56. The student will demonstrate the ability to differentiate between complete, incomplete, and run-on sentences by categorizing given groups of words (SL53, SL54, SL55, SL58).

SL57. The student will be able to identify the difference in meaning between two sentences using the same verb, one of which contains an indirect or direct object (SL4, SL32, SL52, SL59, SL62).

SL58. The student will be able to complete given incomplete sentences containing linking verbs by supplying predicate adjectives or predicate nominatives (SL4, SL32, SL52, SL59, SL62).

SL59. The student will be able to write sentences using compound subjects, or compound predicates, or both (SL52, SL62).

SL60. The student will demonstrate the ability to apply the principle of subject-verb agreement by choosing either a singular or plural noun to correctly complete a given sentence (SL17, SL29, SL30).

SL61. The student will be able to identify the function of each noun phrase in a given sentence containing one or more noun phrases (SL3, SL63, SL64, SL70, SL71, SL72, SL73).

SL62. The student will be able to identify verbs, direct objects, and indirect objects in given sentences (SL4, SL32, SL52, SL59).

SL63. The student will be able to classify each noun clause in terms of its function when given a set of noun clause functions (subject, predicate nominative, direct object, indirect object, object of preposition, appositive) and a group of sentences which contain noun clauses (SL61, SL64, SL70, SL71, SL72, SL73).

SL64. The student will be able to write original sentences, each containing a clause whose form is equivalent to a specified model, when given a set of noun clause models and a list of introductory words for noun clauses (SL61, SL63, SL70, SL71, SL72, SL73).

SL65. The student will be able to rewrite the sentences in direct order when given sentences of unusual (i.e., inverted) word order (SL66, SL67).

SL66. The student will be able to rewrite the sentences in a given set of simple sentences, varying the word order of each one (SL65, SL67).

SL67. The student will be able to rewrite a given sentence, containing a dangling modifier making the sentence grammatical by changing the voice from passive to active or from active to passive (SL65, SL66, SL32).

SL68. The student will demonstrate the ability to recognize the distinctions among declarative, imperative, interrogative, and exclamatory sentences by identifying the correct types for given sentences (SL69).

SL69. The student will be able to write sentences for each of the four sentence types: statement, question, exclamation, and command (SL68).

SL70. The student will demonstrate an understanding of relative clauses by selecting their use in sentences (SL61, SL63, SL64, SL71, SL72, SL73).

SL71. The student will be able to change a given insert sentence to a subordinate clause by introducing the insert sentence with a word called a subordinator (SL61, SL63, SL64, SL70, SL73).

SL72. The student will be able to distinguish between restrictive and nonrestrictive clauses when given a group of sentences containing relative clauses (SL61, SL63, SL64, SL70, SL71).

SL73. The student will demonstrate comprehension of comma usage by identifying the nonrestrictive elements in given sentences and placing commas where needed according to specified rules (SL74, SL72).

C. Know the symbols of punctuation and conventions which govern their use, know that capitalization is often a stylistic matter; and that the result of proofreading by others produces a learning experience

C. Exhibit in his/her work a knowledge of the inter-relationships between punctuation, capitalization, spelling; and of the values of proofreading and revision

C. That lack of attention to mechanics often obscures the message and is a handicap to effective communication

(see SL53-SL56 and SL66 above)

SL74. The student will be able to supply punctuation in given simple, compound and complex sentences (SL75, SL73).

SL75. The student will demonstrate the ability to punctuate given compound and complex sentences by punctuating sentences according to given rules and by identifying the rule appropriate to each sentence (SL74, SL73).

SL76. The student will be able to spell words applicable to the rules for correct spelling in the following cases: (1) words ending in a final "y," (2) words ending in a silent "e," (3) words containing "ie" versus "ei," (4) prefixes to a root word, "5) suffixes to (a) one-syllable words and (b) words ending in a silent "e," (6) the plural of words, and (7) words ending in a final consonant preceded by a single vowel.

SL77. The student will demonstrate an understanding of the rules of capitalization by choosing to capitalize or not to capitalize words in given sentences (SL78).

SL78. The student will be able to capitalize passages, some of which are quotations and poetry, in accordance with pre-specified criteria (SL77).

D. Know that different levels of language exist and that selection of the most appropriate level for a given occasion demands a broad knowledge of language	D. Relate the knowledge to expository examples, both oral and written, performed by the teacher, students, and by the literature to which the student is exposed	D. That exposition is a tool which gives meaning to experience

(see COMPOSITION, LISTENING, SPEAKING)

E. Know that language is related to both the students developing perspective of reality and to his/her needs to communicate	E. Use a mode of expression which takes into account the person or persons to whom the message is being addressed	E. That communication is "effective" only in that it brings about the desired response from the "designated" audience

(see COMPOSITION, LISTENING, SPEAKING)

F. Know that he/she is the master of word usage but that word usage must be related to personal decision	F. Exercise a discrimination based upon some rationale which the student can explain	F. That he/she is the potential master of language

(may relate to several test specs)

G. Know that inflections and syllabication are historically determined as a matter of convention	G. Use various inflections and means of syllabication in written and oral discourse	G. That proper form is essential to conventional and "artistic" approach to language

(see plurals, case, and those test specs relating to stems, roots, and affixes)

H. Know that a combination of "effective" stimuli are designed to produce a desired response	H. Exercise a discriminating selection of known means of expression relating to pre-determined response	H. That language can be used to represent the known and unknown

(see other test specifications)

I. Know that a relationship between form and function exist for discriminatory usage of figurative devices	I. Exhibit a recognition of figurative devices which enhance expression	I. That language possesses a diversity of types of figurative expressions to enhance expression

(see other test specifications)

J. Know that patterns for creative expression also are subject to purpose and occasion	J. Use truism, colloquialism, euphemism, irony, pun, and imagery in written and oral expression with planned effect	J. That creativity in language is planned

(see other test specifications)

K. Know that scientific investigations of language are directed toward facilitating a person's understanding and use of language	K. Exhibit an understanding of the relationships of the different approaches to language and establish a reasonable means for evaluation of the significance of such approaches for himself/herself	K. That the nature(s) of language must be understood in order to increase competent use of language

(see other test specifications)

SL79. The student will be able to identify and/or discuss how dialects develop and change in the United States.

SL80. The student will demonstrate an understanding of various sources of words in our language by identifying the source of the given words (SL81).

SL81. The student will be able to identify or list methods by which new Americanisms are currently being coined and give examples of relatively new words for each method named (SL80).

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

LISTENING AND VIEWING — SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS — LEVEL 9

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW the effects of oral language and audio-visual techniques.	THE STUDENT SHOULD BE ABLE TO form logical conclusions based on what he/she hears and views.	THE STUDENT SHOULD VALUE the ability to listen and view critically. He/she should also value the opinions of others.
Components:	Components:	Components:
A. Know persuasive techniques	A. Apply what he/she hears and views for his/her own purpose	A. Appreciate the exchange of opinions and ideas

LV 1. The student will be able to match terms for persuasive techniques with their definitions (LV2, LV3, LV5).

LV 2. The student will be able to recognize and identify examples of persuasive techniques (LV1, LV3, LV5).

LV 3. The student will demonstrate the ability to list or identify at least one of three "loaded" (slanted or emotion-laden) words or phrases he hears while listening to a given oral communication (LV1, LV2, LV5).

LV 4. The student will be able to listen to a talk and list the points that should be questioned for supporting evidence (LV5, LV18, LR9, S2, S3, S11).

LV 5. The student will be able to record or identify at least two statements or phrases which qualify as propaganda techniques, and will be able to name the technique used in a given oral communication (LV4, LV18, LR9, S2, S3, S11).

B. Know point of view

LV 6. The student will be able to match terms for point of view, first, second, third, or omniscient person, with their definitions (C21, C22(1), C22(3), C22(4), C28, LV7, LV19, LR15).

LV 7. The student will be able to recognize and identify examples of point of view in given passages (C21, C22(1), C22(3), C22(4), C28, LV6, LV19, LR15).

	B. Expand listening vocabulary	B. Appreciate the extension of audio-and visual perception

C. Know audio-visual media techniques

LV 8. The student will be able to decide which form of non-verbal communication (pictures, objects, or gestures) would be most appropriate to communicate a specific idea, and will be able to defend his choice (LV9, LV10, S4).

LV 9. The student will be able to recognize and/or develop visual signs that communicate information to large groups of people (LV8, LV10, S4).

LV10. The student will be able to match eleven audio-visual terms with their definitions (LV8, LV9, S4).

C. Improve concentration techniques

C. Appreciate listening and viewing critically

LV11. The student will demonstrate the ability to describe in two or three sentences the main idea and two or three subordinate ideas of a five-minute (or longer) political or editorial speech heard on television, radio, record or tape (C4, C5, C6, LV12, LV13, LR1).

LV12. The student will be able to recall and cite (in written or oral form) at least five specific details dealing with a given topic or aspect of the subject dealt with in a given oral communication (C4, C5, C6, LV11, LV13, LR1).

LV13. The student will be able to write a summary of the content of a given oral presentation (C4, C5, C6, LV11, LV12, LR1).

D. Know literary devices

LV14. The student will demonstrate the ability to write correct explanations of words and/or phrases which were used figuratively or connotatively in the test of a given oral communication (LITERATURE) (C21, C27, LR20).

D. Draw simple relationships and inferences

D. Appreciate listening and viewing courteously

LV15. The student will be able to identify and distinguish between facts and opinions in an oral presentation (LITERATURE) (LR6, LR22, LR19).

LV16. The student will make and write down at least one inference derived from the material presented in a given short oral communication (LITERATURE) (LV17 LR10, LR22).

E. Discuss theme

E. Appreciate the creative process

(see LITERATURE, SPEAKING)

F. Identify bias, persuasive technique, theme, characterization, plot device, and audio-visual technique

(see SPEAKING)

LV17. The student will be able to differentiate between things implied and things stated in a given oral communication which contains implication by placing an "I" and "S" to the left of sentences in a list compiled by the teacher (LV16, LR10, LR22).

(see LITERATURE)

G. Recognize purpose in what he/she hears and views

H. Listens for a purpose

(see COMPOSITION, STUDY OF LANGUAGE, AND SPEAKING)

LV18. The student will select from a list of alternatives the probable audience intended for a given short, oral communication (LV19, LV20, LR21, S2, S3, LR23).

LV19. The student will be able to draw and record his own conclusions regarding the point of view of a given oral communication, and will cite the specific details which led him to those conclusions (LV18, LR21, S2, S3, LR23).

LV20. The student will be able to write a conclusion to an incomplete story he has listened to (LV18, LV19, LR21, S2, S3, LR23).

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

LITERATURE AND READING — SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS — LEVEL 9

Knowledge

THE STUDENT SHOULD KNOW that language is a process used to transfer factual information and express creative ideas through the refinements of the various genre.

Components:

A. Know that literature may be approached on the literal level

Skills

THE STUDENT SHOULD BE ABLE TO use basic receptive skills to begin to comprehend literature of substance intelligently.

Components:

Literal Comprehension

A. Identify and express the main idea of a selection when the idea is explicitly expressed

Values

THE STUDENT SHOULD VALUE the informative and creative potential of language through literature and reading.

LR 1. The student will be able to analyze a given incomplete paragraph to determine the main idea of the paragraph and choose from among alternative topic sentences the one that contains the controlling idea for the given paragraph (see Exposition) (C4, C5, C6, LV11, LV12, LV13).

B. Identify details of setting and character

LR 2. The student will be able to identify the time, the place, the characters, and the sequence of action in a given short story (see COMPOSITION) (C32, C33, C35).

C. Identify plot and structure of a selection

LR 3. The student will be able to identify the rising action, the climax, and the falling action of a given short story (see COMPOSITION) (C30, C31, C32, C33, C34, C36, C37, LR12, LR13).

D. Distinguish between types of literature (novel, play, short story, essay, sonnet, biography, autobiography, narrative, ballad, journal, diary)

LR 4. The student will be able to label types of reading done during the year as novel, play, short story, essay, biography, autobiography, poetry, journal, and diary.

E. Differentiate between specific and general information
F. Differentiate between factual and non-factual elements (fantasy, opinion, over-generalization)

LR 5. The student will be able to identify as general or specific given statements (see STUDY OF LANGUAGE).

LR 6. The student will be able to identify and distinguish between factual and non-factual elements (fantasy, opinion, over-generalization).

G. Deal with unfamiliar vocabulary through structural analysis
H. Select the correct dictionary definition of a word as it is used in a sentence in a literary selection

LR 7. a. The student will be able to deal with unfamiliar vocabulary through structual analysis (see STUDY OF LANGUAGE).

LR 7. b. The student will be able to deal with unfamiliar vocabulary through context.

LR 8. The student will be able to select the correct dictionary definition of a word as it is used in a sentence in a literary selection.

B. Know that literature may be approached on the interpretive level

Interpretive Comprehension:
Identify the author's purpose in writing a particular selection (entertainment, information, persuasion, etc.)

A. Be aware of the appropriateness of language in any given selection

LR 9. The student will be able to demonstrate an awareness of the appropriateness of language in a given selection (see other categories) (LV4, LV5, LV18, S3, S2, S11).

B. Recognize the main idea of a selection even if it is not explicitly expressed

LR10. The student will be able to recognize the main idea of a selection even if it is not explicitly expressed (COMPOSITION, LISTENING, SPEAKING) (LV19, LV17, LV16, LR10, LR22).

C. Judge the relative importance of details in a selection

LR11. The student will be able to judge the relative importance of details in a selection (LISTENING and SPEAKING).

D. Recognize that plot is a combination of related incidents complicated by conflicting forces

LR12. The student will be able to outline a plot for the development of a short story, including at least three related events (see COMPOSITION) (LR3 and as cross-referenced).

LR13. The student will be able to write a brief summary of a possible story plot based on given facts about characters and setting (COMPOSITION) (LR2, LR3 and as cross-referenced).

E. Recognize the contribution of setting to the plot and characterizations

F. Recognize the importance of conflict and plot to the theme of a selection

G. Recognize characterization insights that go beyond the level of physical description

H. Recognize that characters are motivated by experiences and setting

LR14. The student will be able to recognize characterization insights that go beyond the level of physical description (LR2 and as cross-referenced).

I. Identify point of view and its influence on the selection

LR15. The student will be able to recognize point of view in given selections and demonstrate an understanding of the influence of point of view (C21, C22(1), C22(3), C22(4), LV6, LV7, LV19).

J. Be aware of theme in literature of substance

LR16. The student will be able to demonstrate an awareness of theme in given selections by selecting an appropriate theme statement (LR17).

LR17. The student will select a theme and outline a plot from one of a set of possible topics for a short story (LR3, LR16).

K. Identify the tone of a selection

LR18. The student will be able to match the term tone with its definition and to recognize tone as communicated in given passages.

L. Recognize the connotation of a given word in a selection

LR19. The student will be able to recognize the connotation of a given word in a selection (see STUDY OF LANGUAGE).

M. Comprehend and interpret figurative language

LR20. The student will be able to find an example for simile, metaphor, personification, hyperbole, onomatopeoia, metonymy, synecdoche, and apostrophe in a given selection and explain its function (STUDY OF LANGUAGE) (C21, C27, LV14).

C. Know that literature may be approached on the applicative level

Applicative Comprehension: Judge the relevance of the story to life

A. Draw conclusions from the literature

LR21. a. The student will be able to draw conclusions from given selections (LV19, LV20, LV21).

LR21. b. The student will read a short story and write a moral or lesson in his own words and using a quote from the story, he will find a parallel experience in his life.

B. Begin to infer on the basis of information provided in a literary selection

LR22. The student will be able to infer on the basis of information provided in given selections (LV19, LV17, LV16, LR10).

C. Begin to make predictions on the basis of the interpretation of a literary selection

LR23. The student will be able to make predictions on the basis of the interpretation of a literary selection (S2, S3).

D. Be able to comprehend, interpret, and utilize ideas presented in literature

LR24. The student will be able to comprehend, interpret, and utilize ideas presented in literature (see other categories).

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

SPEAKING — SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS — LEVEL 9

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW how to relate a variety of speaking styles to the appropriate oral situation.	THE STUDENT SHOULD BE ABLE TO organize speaking skills to fit a variety of purposes.	THE STUDENT SHOULD VALUE and appreciate the power of spoken language.
Components:	Components:	Components:
A. Know various speaking styles: 1. Entertaining 2. Demonstrating 3. Informing 4. Interpreting 5. Persuading	A. Participate effectively in a variety of speaking situations: 1. Interview 2. Group discussion 3. Panel 4. Committee 5. Debate 6. Peer interaction 7. Student-adult interaction 8. Other	A. Appreciate the management of oral language through various styles and techniques

S 1. The student will be able to explain or identify the basic elements of courtesy that are desirable in person-to-person conversations, group conversations, and telephone conversations.

S 2. The student will be able to identify the category of a speech (a portion of which he has heard), explain the elements of the speech which place it in that category, and identify the probable purpose of a speech (S3, S4, S5, S6, S7, S8, S12).

S 4. The student will be able to prepare and present an informative speech related to a topic he has selected or suggested (S2 and as cross-referenced).

S 5. The student will be able to prepare and present an original persuasive speech on a given topic which lasts no longer than the prescribed time limit (S2 and as cross-referenced).

S 6. The student will demonstrate the ability to exercise appropriate discussion techniques by participating in a small group discussion on a given topic (S2 and as cross-referenced).

S 7. The student will be able to identify the guidelines used by a discussion leader, including the following: introducting the topic under discussion, refraining from giving personal views, deciding who is to speak, keeping the discussion moving on the topic, giving everyone a chance to speak, and summarizing the main points (S2 and as cross-referenced).

S 8. The student will be able to prepare a list outlining the various steps that he will take to complete a given assignment to interview an individual on a specific subject before participating in the actual interview (S2 and as cross-referenced).

B. Know the mechanics of an outline:
1. Introduction
2. Body
3. Conclusion

B. Appreciate that he/she is judged by his/her ability to speak

S 9. The student will be able to write or present orally an introduction (designed to capture the audience's interest) to a proposed speech about a given topic (S10, S15).

S10. The student will be able to write, present orally, or identify a conclusion to a given portion of a speech which is appropriate to the content, purpose, and tone of the given portion of the speech (S9, S15) (see COMPOSITION).

S11. The student will be able to read a sentence or group of sentences orally with correct pronunciation (SL74, SL75).

B. Uses various speaking techniques in both formal and informal situations:
1. Performing
2. Asserting
3. Inquiring
4. Probing
5. Manipulating

S12. The student will select from a list of alternatives the probable audience intended for a given short oral communication (S2, S3, LV4, LV5, LV18, R9).

C. Know the elements of interviewing (see S1, S8, above)

S13. The student will be able to assume the role of an employer and/or the applicant of various jobs to demonstrate good interviews (S8, S2 and as cross-referenced).

S14. The student will identify from a list of ten questions the five best for a good interviewer in a get-acquainted situation (S8, S2, S13).

C. Use vocabulary appropriate to the situation

(see other categories)

D. Select and limit a topic

(see other categories)

E. Use appropriate organizational plan

S15. The student will demonstrate the ability to appropriately organize a given body of scrambled, related information (sequence of the material should be logical, chronological or topical), and present these ideas orally (S9, S10).

F. Use visual aids effectively

S16. The student will be able to present orally with the use of visual aids a clear and accurate explanation of a term or process unfamiliar to his audience (see LISTENING AND VIEWING) (LV8, LV9, LV10).

D. Know that body language and gestures may accompany oral communication

S17. The student will be able to choose appropriate gestures for selected oral assignments from several sets of sketches (S16).

S18. The student will be able to demonstrate appropriate gestures for specific statements (S17).

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SAMPLE ASSESSMENT ITEMS

Composition 7-8-9

C 1. Directions--Carefully read each sentence. Indicate whether each sentence is (a) simple; (b) compound; (c) complex; or (d) compound-complex.

1. One of my chums and her aunts have gone to Europe. (a)
2. The girl who lives next door called us up, but we were not at home. (d)

C 2. Directions--Read each sentence. Tell whether each sentence is (a) simple; (b) compound; (c) complex; or (d) compound-complex. State the reason why. In stating your reason, write what the original sentences may have been (except for simple sentences).

1. Although stars shine, they do not give enough light for us. (c)
2. The house that stood next to ours burned to the ground. (c)

C 3A. Directions--Expand each of the sentences below by making one of them a compound sentence, one a complex sentence, and one a compound-complex sentence. Each sentence must contain: 1. The original sentence; and 2. A clause which expands the original sentence into one the other kinds of sentences.

1. The girls' dresses were bought at the store. (,but none of them fit.)
2. West's star halfback snatched the ball from the air.
   (...halfback, who was in perfect condition,....)

and/or

B. Directions--Write a unified paragraph containing at least one simple sentence, at least one compound sentence, at least one complex sentence, and at least one compound-complex sentence.

Sample Criteria Checklist for the above...

CRITERIA CHECKLIST--KINDS OF SENTENCES

	YES	NO
A. The student will expand a set of simple sentences into compound, complex, and compound-complex sentences. Each expanded sentence must contain: 1. the original sentence; 2. a clause which expands the original sentence into one of the other kinds of sentences; 3. appropriate conjunctions or transitions and appropriate punctuation.		

example: The man sat down without a word.

CRITERIA CHECKLIST--UNIFIED PARAGRAPH

	YES	NO
B. The student will write a unified paragraph which contains at least one example of each kind of sentence. Each example will be labeled correctly. The paragraph will contain: 1. a simple sentence; 2. a compound sentence; 3. a complex sentence; 4. a compound-complex sentence.		

C 4. Directions--Choose from a list of details those pertinent to the following topic sentence:

TOPIC SENTENCE. The work of the National Park Rangers is extremely varied.*

DETAILS:
(a) fight forest fires*
(b) protect tourists from animals*
(c) protect parks and animals from tourists*
(d) average ranger is 40 years old and has three years of experience
(e) usually is a college graduate
(f) rescues lost children and mountain climbers*
(g) often called on to treat snake bites, put splints on broken legs*

C 5. Directions--For each topic below, write a main idea and a topic sentence for an average length paragraph (5-10 sentences). CRITERIA:
A. The topic sentence must contain the topic words or a synonym for that word;
B. The topic sentence must lend itself to a development of about 5-10 lines;
C. The main idea need not be stated in a complete sentence, but should be more generally stated than the topic sentence;
D. The main idea should remain the "essence" of the topic sentence (i.e., in composing the topic sentence, the student should not wander from the main idea as stated).

TOPICS:			
	Bicycles	Studying	Fashions
	Dieting	Conventions	Vacations

C 6. Directions--The following paragraph is incomplete. Analyze the paragraph to determine the main idea and choose from among alternative topic sentences the one that contains the controlling idea for the paragraph (the teacher will select and adapt a paragraph for this purpose).

and/or

CRITERIA CHECKLIST FOR UNIFIED (EXPOSITORY) PARAGRAPH

	YES	NO
A. The student will select a topic from a list supplied by the teacher and limit it sufficiently to be developed in a single paragraph;		
B. The student must indent the paragraph;		
C. The student's paragraph must have a topic sentence that the student underlines;		
D. The main idea expressed in the topic sentence must be developed by a minimum of three sentences;		
E. All sentences should relate to the topic;		
F. The student must develop his paragraph by a specific method of development and label it as such;		
G. The paragraph must contain at least two transitions which serve to link sentences together which the student should identify by circling.		

C 10. Directions--Write a paragraph developed by comparison and contrast. The student may use any of the three types listed below, or a combination, but must indicate which type he chooses.

CRITERIA:
- A. Whole by whole method of comparison; (if comparing Hamilton and Jefferson--each would be described in full, one following the other.)
- B. Part to part method; (if comparing Hamilton and Jefferson, this would treat the two men together in terms of each possible point of comparison relevant to the task of comparison--influence, background, attitude toward politics, contribution to the nation, etc.)
- C. Likeness-difference method; (if comparing Hamilton and Jefferson, points of likeness would come first; then, points of difference.)
- D. Any combination of A., B., C.

C 11. Directions--Write a paragraph on a subject of your choice in proper form developed by cause and effect.

CRITERIA: A. Cause and effect will be conveyed by (1) explicit statements such as "A is the cause of B" or "B is the effect of A" or (2) by transitional words and phrases, e.g., because, therefore, consequently, in order that, as a result, for, since, thus.

In addition, the teacher may want to expand this assignment to include the following REWRITE CRITERIA:

A. The first words must be indented;
B. The paragraph must consist of not less than three sentences, and must not consist of more than 3/4 of a typed page;
C. The paragraph must have a topic sentence (unless the paragraph is narrative) or main idea that the student could underline;
D. The paragraph must contain some development of that main idea;
E. The paragraph might require an introductory sentence;
F. The paragraph might require a conclusion.

E and F are optional.

C 7. Directions--Rewrite the following paragraph including at least one direct link to clarify and unify the paragraph as it is given.
CRITERIA: A. The student must use at least
1. one direct link;
2. one indirect link.
B. The student should circle his linking words.

Sample Item:

Educational T.V. has many unusual science programs. A Boston T.V. station once broadcast the heartbeat of a refrigerated hamster to show how the heartbeat slows down during hibernation. A program showed a moth emerging from a cocoon. The occasional science program is unusual because it is so boring. I saw one that had a demonstration of how to read a thermometor. The majority of science programs are informative and dynamic in presentation, a credit to the T.V. industry.

C 8. Directions--Read each of the following paragraphs and give the name of the method of paragraph used (teacher-selected paragraphs).

C 9. Directions--The student will be able to write a unified paragraph according to the following CRITERIA:

A. The paragraph should follow proper paragraph form (first word indented, contains a minimum of three sentences, topic sentence, some development; optional: introduction and conclusion);
B. The topic sentence should contain the main idea;
C. All sentences should relate to the topic: i.e., no tagential statements;
D. Paragraphs should be developed by one of the methods of development designated by the teacher;
E. The paragraph must contain at least one example of a direct or indirect expression which serves to link sentences together.

C 12. Directions--Write a multi-pa-agraph composition on a topic according to the following CRITERIA:

A. The student will select a topic from a list supplied by the teacher and limit it sufficiently to be developed in three paragraphs;
B. The student will title his work effectively;
C. The student will include: (a) an introductory paragraph
(b) a concluding paragraph;
D. The student will arrange paragraphs in a meaningful order, using effective transitional expressions between paragraphs;
E. The student will follow the criteria for unified paragraphs.

C 13. Directions--Add an introductory and concluding sentence where indicated.

1. New poetry has the same effect on words as wet sand on pennies.

2. In what seems an almost miraculous way, it brightens up words that looked dull and ordinary.

3. Poetry is perpetually recreating languages. . .

1. (1) *But world-shapes are not the only things out of which poetry is built.*

1. Meter and rhyme are also important to poetry.

2. The meter of a poem compliments and responds to the natural thythm of man.

3. Most people never stop to think that one of our most basic rhythms is the heartbeat within our bodies.

2 The rhyme of a poem serves to create unity and to provide word music for the ear.

3. Many poems are really small symphonies of thought.

C1. *Words, meter's rhyme are basic to human nature and therefore naturally central to man's creation.*

C 14. Directions--Summarize the main conflict in a novel or short story, including the underlying causes of the conflict, tracing the development of the conflict, and discussing the effect of the final resolution of the conflict on each of the principal characters.

C 15. Directions--Use prose or poetry to write how something looks, sounds, acts, and feels, using specific nouns and descriptive verbs, modifying the nouns and verbs with words and phrases.

The teacher may develop a CHECKLIST to record assessment for C14 and C15.

C 16. Directions--Read the following paragraph. Look for the sense words. Identify the sense words, and place in columns according to the sense to which each appeals. CRITERIA: A. The words identified will be those which aid in description; B. The words identified will be placed under the correct category as to sense to which they appeal; and C. At least two words will be identified for each sense.

Sample Item:

It was a beautiful, sunny fall day with a smoky haze in the air. The leaves of the trees were still green in some places. But already some leaves were turning yellow and red and brown. People were burning dead leaves. The wood-smoke rose in the still air. A soft breeze was blowing milkweed seeds across the fields. The white down was soft and fuzzy. All was quiet, except for a few birds chirping on the fences. A tartness signaled the new season gently dissolving the sweetness of summer memories.

Sight	Smell	Touch	Sound	Taste
sunny	smoky	soft	quiet	tartness
smoky-haze	wood-smoke	fuzzy	still	sweetness
green		down	chirping	
red				
yellow				
brown				
white				

C 17. Directions--Write a short descriptive (minimum of five sentences) passage using one or more of the senses as a vehicle for expression (see C22).

C 18. Directions--Write a descriptive sentence for each of the topics below, focusing the descriptive appeal of each upon a specific sense.

TOPICS:
- The First Snow
- Morning in the Kitchen
- The Concert
- First Day at School
- Camp-out
- Loneliness
- Bananna Cream Pie
- Out of Control

C 19. Directions--The paragraph below contains choices of words. Read the paragraph and select the word in each set of two which makes the story better. Be able to explain your choice.

Bill 1. (a. went, b. skipped) along the 2. (a. hot, b. blistering) pavement on his 3. (a. way, b. trip) to the 4. (a. store, b. market). He 5. (a. saw, b. met) a friend who also was 6. (a. going, b. headed) there. The two 7. (a. boys, b. pals) 8. (a. ran, b. raced) to the corner. Bill won, because his bare feet were burning.

C 20. Directions--The following sentences have been written without descriptive words. For each of these, write two new versions, one with positive or pleasant connotations and one with unpleasant or negative connotations.

CRITERIA:
A. The restatement will include two sentences;
B. One sentence will use adjectives and adverbs which have positive or pleasant connotations within the context of the sentence;

C. One sentence will use adjectives, adverbs, nouns, and verbs which have negative or unpleasant connotations within the context of the sentence.

Sample Items:

1. The man played the violin.
(The scraggly old man played the dusty, tuneless violin.)
(The graceful man brilliantly played the shining rosewood violin.)

2. He cleared the dishes from the tablecloth.

C 21. Directions--Write a descriptive paragraph on each of the following:
1. a character's physical appearance;
2. a character's attitudes in a particular situation;
3. a person's good or bad qualities.

C 22. Directions--Carefully read each paragraph. Then identify each underlined group of words as one of the following types of details: (a) time; (b) space; (c) sensory; (d) figurative language.

Sample Item:

(1) Last summer we visited the United Nations; it was the highlight of our New York trip. The (2) strangely curved Assembly Building is the northern most of the U.N. cluster. From the General Assembly galleries, the audience looks out over the seated delegates toward the dais--a pyramid of green-carpeted steps leading up to two landings. (3) On the lower landing is the lectern, sheathed in (4) slabs of greenish-black marble, at which the delegates stand speaking. Above and behind the lectern is the President's desk which is shaped (6) like a judge's bench. Still higher (7) on a shaftlike gilt panel is fixed a big bronze disc bearing the U.N. emblem.

and/or

Directions--Read the following paragraphs. Indicate for each paragraph whether or not consistent point of view was used. Mark "a" for YES and "b" for NO. (Two paragraphs will be written using consistent point of view and two will be written with unnecessary and confusing shifts in point of view. The following is one possible example of a paragraph with inconsistent point of view. The point of view in this paragraph cannot be identified because it shifts from bus ride to eighth floor and because the reader is never sure who the pronouns refer to, he is unsure of the location of the narrator and himself.)

Sample Item:

Enter Parkway Gardens from the south on the South Park bus at 66th Street. From this point we see that Parkway is cut off from South Park by a strip of trees. The first courtway like the other three, is built around a triangle, the center of which is like a miniature park. You will notice that the buildings are either three or eight stories tall. From the eighth floor we get a wonderful view of the neighborhood at night.

and/or

Directions--Carefully read each paragraph. Indicate whether each is "a" SUBJECTIVE or "b" OBJECTIVE.

Sample Items:

New York is the largest city in the world. Its narrow, crowded streets, lined with enormous buildings, make the visitor feel that he is in the bottom of a gigantic canyon. New York's buildings are, in fact, one of the most outstanding things about the city. Its one-hundred-and-three story Empire State Building is the second tallest in the world, and people come from everywhere to see it and the other landmarks of this huge city.

New York is the largest city in the world, and for a great many people, the cruelest city in the world. When hearing about New York, one usually hears about the magnificent buildings, the excellent transportation system, the famous night clubs, the glamorous night spots in Harlem, or the eccentric Greenwich Village. It is true that New York does have these things, and more, but this view of the city ignores the fact that many of the buildings are architecturally ugly, that the subways are dingy and crowded, that many of the night clubs are shoddy clip joints, that most people in Harlem have never been inside the night spots, and that many of the eccentricities of Greenwich Village are by no means attractive.

and/or

Directions--Write a descriptive paragraph according to the following CRITERIA:

CRITERIA CHECKLIST FOR A DESCRIPTIVE PARAGRAPH

	YES	NO
A. The student will use time and/or spatial order and will identify the type of organization he has used;		
B. The student will use at least one concrete detail and at least one sensory detail which he labels as such;		

Continued

	YES	NO
C. The student will select and maintain a consistent point of view in relation to his subject which will be either (a) a particular location, or (b) a moving location;		
D. The student will select and maintain either an objective or subjective attitude in relation to his subject which is distinguished as follows: (a) Objective 1) is intended to convey information about the characteristics of a place, person, process, or object. 2) aims to present exactly and faithfully what any careful, impartial observer would see. 3) contains no value judgments. (b) Subjective 1) aims to present the object as it appears to the writer. 2) details are selected to recreate in the reader the impression the object made on the writer or the feelings it aroused in him. 3) is organized from general impression (stated at the beginning of the paragraph) to specific or from specific details to a general impression which is stated at or near the end.		

C 23. Directions--Select the noun in each list which is most specific in meaning.

Sample Items:

A	B	C
animal	split-level	beverage
pet	structure	drink
dog	house	Coke
spaniel	home	liquid

C 24. Directions--Rewrite each sentence giving the sentence a "stronger" verb.

Sample Item:

1. The car turned the corner on two wheels. (The car careened around the corner

C 25. Directions--Identify the following as "a" GENERAL or "b" SPECIFIC statement by comparing meaning and content.

Sample Item:

1. b For the liberated teenager, a car may be a moving party when gasoline is the biggest expense the host can afford.

   a Modern society sees the car as representing more than a means of transportation.

C 26. Directions--Identify the following as generally "a" DENOTATIVE or "b" CONNOTATIVE in meaning.

Sample Item:

1.	b mutt	2.	b tightwad	4.	b power-hungry
2.	a lawn	3.	a obese	5.	a ambitious

May use individual words or words in pairs, as in 4 and 5 above.

C 27 Directions--Read the following paragraph and circle those words which might be called "loaded."

Sample Item:

In moments of crisis everyone should keep a level head. But the flat-headed action taken by the council last night smeared this community with a blight that may never be removed. Those of us who calmly sit back and allow the world to turn of its own accord had better take up arms and force the council to reverse its decision. Only in this way can we restore sanity to our lives.

C 28. Directions--In the following sentences identify needless shifts in point of view as being effected by one of the following: (a) tense; (b) subject; (c) voice; (d) person; or (e) number. Correct the shift in point of view.

Sample Item:

1. d Any time you get excited I go all to pieces because we seem to be constant targets for their insults.

POSSIBLE CORRECTION: _____

C 29. Directions--Read the following paragraphs. Identify sentences as (a) rambling; (b) choppy; (c) fragmented; or (d) well-written.

Sample Item:

1. __c__ A superior program well received. 2. __a__ That is what we try for when we marshall our forces to produce something of quality to appeal to those who show the greatest need. 3. __b__ It can't be, but it seems to be, as hard, correct me if I'm wrong, as it is. ...

Students may be asked to rewrite the paragraph.

C 30. Directions--Rewrite the following paragraph, adding transitional words to show the time sequence that is omitted. CRITERIA: Transitional words of chronology are phrases such as "during," "meanwhile," "later," "now," "two days ago," etc.

Teacher-selected paragraph.

C 31. Directions--List the steps (letters only) of the following process in chronological order.

Sample Items:

1. a. Put cake in the oven at 350 degrees.
   b. Beat the egg.
   c. Break the egg.
   d. Add flour gradually to the egg and milk mixture.
   e. Add milk to the beaten egg.
   f. Pour flour-egg-milk mixture into a greased cake pan.

Answer: c., b., e., d., f., a.

C 32. Directions--Write three sentences relating to a plot or situation of your choice. The first sentence should summarize some past event as background for the coming story. The second should give details which create an unusual situation or setting. The third sentence should make a dramatic statement or create an atmosphere of suspense.

C 33. Directions--Read the short story and answer the following multiple choice questions relating to time, place, characters, and sequence of action.

C 34. Directions--Read the short story. Identify the rising action, the climax, and the falling action.

May be an essay or a multiple choice test assignment.

C 35. Directions--Write a short paragraph describing a given general setting for a short story (see C22).

C 36. Directions--Outline a plot for a short story from one of the topics given below (the teacher may add to this specification).

C 37. Directions--Outline a plot for the development of a short story, including at least three related events (the teacher may add to this specification--see C 36).

C 38. Directions--You have been given information on a character(s), a setting, and a situation. Write a page of appropriate dialogue.

C 39. Directions--Read the following dramatized narrative. Then, rewrite it as summarized narrative. CRITERIA: A. Paragraph must include little or no quoted conversation, and B. A great deal of action must be condensed into little space.

Sample Item:

"You all right?" Bill called.
The woman's lips moved spasmodically, but she made no reply.
"Don't move," he yelled, seizing his gun from the seat beside him.
"You'll be safe in just a minute."
He disappeared into the brush, and a moment later a shot rang out. He made his way back to the road with the woman, unconscious in his arms.
"Fainted," he said, laying her on the pine needles while he treated her for shock.
"What happened?"

Possible Answer: Bill called to the woman, inquiring as to her safety. The woman's lips moved spasmodically, but she made no reply. He yelled to her, commanding her to keep still while he seized his gun from the seat next to him. He disappeared into the brush and a moment later, a shot rang out. Then, he made his way back to the road with the woman unconscious in his arms. She had fainted. Bill lay her on the pine needles and began treating her for shock. After she had come to, the woman wished to know what had happened.

C 40. Directions--Write a narrative paragraph.

Continued

CRITERIA CHECKLIST FOR A NARRATIVE PARAGRAPH

	YES	NO
A. The student will write a strong opening sentence;		
B. The student will establish effective order and relationship of the sentences which follow;		
C. The student will write a closing or summary sentence that completes the action or tells what happens last;		
D. The student will make appropriate use of the mechanics of language.		
C 41. Directions:Write a narrative paragraph.		

CRITERIA CHECKLIST FOR A NARRATIVE PARAGRAPH

	YES	NO
A. The student will narrate an incident which is either summarized or dramatized: 1. In a summarized incident the student will include the following: a) a great deal of action condensed into a few sentences; b) a character; c) setting (both time and place); d) little or no quoted conversation. 2. In a dramatized incident the student will include the following: a) a complete action; b) a character; c) setting (both time and place); d) quoted conversation.		
B. The student will develop the action chronologically.		
C. The student will include at least two concrete or sensory details.		

SEE ALSO C 41, page 4.

C 42. Directions--Write an expository paragraph (either inductively or deductively organized) according to the following criteria:

CRITERIA CHECKLIST FOR ORGANIZATION OF AN EXPOSITORY PARAGRAPH

	YES	NO
A. The student will write a support paragraph beginning with either a generalization which is followed by details or less general statements (deductive).		
B. The student will write a climax paragraph beginning with a detail which is followed by other details until a generalization or main point is made (inductive).		

C 43. Directions--Analyze the following paragraph in terms of organization (chronology, importance, or location) and describe the method used for obtaining coherence.

C 44. Directions--Write a paragraph on a subject of your choice in proper form developed by classification.

CRITERIA: The student will:

A. select an arbitrary classification system that is appropriate to the topic chosen or assigned, such that the larger categories include the smaller;

B. make sure that the system of classification is systematic;

C. make sure that all members of a class have at least one characteristic in common.

Possible Answer: Television programming today can be divided into three main types of shows....

C 45. Directions--Write a friendly (social) letter.

CRITERIA: A. A friendly-social letter may be typed or hand-written.
1. If typed, block-style.
2. If hand-written, indented or block-sytle.

B. If it is a thank-you note, or invitation, the letter must be hand-written.

C. A friendly letter includes the following:

1. Heading: street address, city, state zip code, and date.

2. Salutation: suitable to degree of familiarity with person.
3. Body: easy to read, brief.
4. Closing: varies with the degree of familiarity.
5. Signature: always hand-written. First name is sufficient in letters to friends and relatives.
6. Envelope: written in same sytle as letter.

D. No abbreviations are used.

E. It is written in language and tone appropriate to social or friendly letters, e.g., contractions, Anglo-Saxon (Germanic) vocabulary, use of underlining and "!" for emphasis, fragments. NOTE: social letters vary in formality.

and/or

Directions--Label each of the parts of the following social letter.

CRITERIA: The parts will be correctly labeled as: heading, salutation, body, closing, signature.

Sample Item:

2111 Willow Lane
Carmel, California 92341
September 9, 19__

Dear Tom,

If you saw me now, you'd think you were looking at a beet!

In spite of the sunburn the trip was great.

Every night we would stroll through the town...

I hope if we go again next year, you can come with us.

As ever,

C 46. Directions--On the following page are excerpts from three letters. Choose the one you believe is the appropriate social letter, and give reasons for your choice. Explain why you did not choose the others.

CRITERIA: A. The student correctly identifies diction and style appropriate to a social letter.

Continued

B. The student cites evidence from the text of the letter he has chosen to support his decision:

1. informality of tone and language.
2. informative and direct, yet casual in presentation of information.
3. personal in tone and language.

C. The student cites evidence from other letters telling why they are inappropriate to social style.

D. The student gives at least one reason.

C 47. Directions--Correctly address an envelope to the person you have written a business letter. Use the same style as your letter (semi-block, block, etc.).

CRITERIA: A. The envelope is written in the same style as the letter.

B. The return address is on the front left side of the envelope in the corner.

C 48. Directions--Label each part of the following business letter.

CRITERIA: A. The parts will be correctly labeled as: heading, inside address, salutation, body, closing, signature.

C 49. Directions--(see C 48 above. Actually C 48 calls for general recognition of the characteristics of business letters and C 49 calls for labeling of its parts.)

C 50. Below is a list of information to be included in a business letter. Organize this information correctly, according to block style.

CRITERIA: A. The information is placed in correct form.

B. The letter is properly paragraphed.

C. The letter's information is logically organized.

D. Conventions of punctuation, grammar, and spelling are observed.

Sample Item:

1. To: Mr. John Smith of the Lawson Art Institute
2. His address: 222 London Road, Pales, Arizona 87665
3. His position: Director of Scholarships and Grants
4. Your address: Fill in your own
5. Date: Fill in the correct date
6. Purpose of letter: Thanking Mr. Smith for prompt action in your scholarship request. Asking for papers to complete in order to receive scholarship. Also informing his office of your intent to attend Lawson Art Institute.

PROOFREADER'S CHECKLIST

Before you hand in your assignment, did you:

	YES	NO
A. First make a rough draft of your assignment?		
B. Follow the criteria established by the teacher for this assignment?		
C. Proofread your own assignment?		
D. Have at least one other person proofread your assignment? Give name below.		
E. Correct mechanical errors as a result of your proofreading (spelling, punctuation, capitalization)?		
F. Use the evaluation sheet pertaining to your last assignment in order to avoid making the same mistakes?		
G. Write as neatly as possible?		
H. Write your final copy in ink (or type it)?		

Proofreader's name(s): 1. _____

2. _____

3. _____